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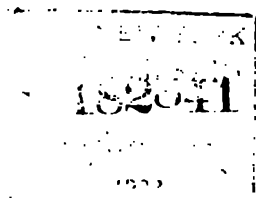








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★Massachusetts

State Normal School

AT

WORCESTER.

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SECOND CATALOGUE AND CIRCULAR.

1875.

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S. C. L.



MASSACHUSETTS  
STATE NORMAL SCHOOL

AT  
WORCESTER.

SECOND CATALOGUE AND CIRCULAR.



SECOND TERM (SPRING AND SUMMER),  
1875.

WORCESTER:  
PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.

1875.

1820-41



1820-41

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**MISS JULIET PORTER.**

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**NOTE.** Other teachers of well approved qualifications will be added to the present force, as the increasing numbers of students may require.

---

**ABRAM EVERETT, JANITOR.**

WITH MR. EISELDT'S COMPLAINTS

## STUDENTS.

### FIRST CLASS—JULY, '76.

EXPLANATION. In the following catalogue, the asterisk (\*) marks the names of those who have withdrawn on account of infirm health; the dagger (†), those who have withdrawn for other reasons.

NAMES.	RESIDENCES.
Frances Maria Athy,	Worcester.
Lydia Walker Ball,	Upton.
Effie Lilian Bennett,	Worcester.
Emma Abbie Bigelow,	Holden.
Sarah Ann Boyd,	Leicester.
† Ella Melora Browne,	Upton.
Mary Augusta Bullard,	West Sutton.
Carrie Elizabeth Buxton,	Worcester.
Mary Ellen Cecilia Carroll,	Worcester.
* Florence Lilla Cheney,	Worcester.
Ella Maria Cooper,	Webster Square.
Katie Agnes Coughlin,	Worcester.
Harriette Crook,	Valley Falls.
Jennie Luliona Dearborn,	Worcester.
Ella Eudora Goddard,	Worcester.
Clara Amelia Grout,	Quinsigamond.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
Mary Angela Kiley,	Worcester.
Ella Jane Lyford,	Spencer.

## STATE NORMAL SCHOOL

NAMES.	RESIDENCES.
Joseph Chauncey Lyford,	Spencer.
Mary Teresa McCloskey,	Millbury.
Laura Adelaide Mackay,	Worcester.
† Lizzie Gertrude Mirick,	East Princeton.
Mary Elizabeth Murphy,	Worcester.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Ella Everett Russell,	Worcester.
Minnie Willietta Sherman,	Worcester.
Hattie Urania Thwing,	Worcester.
Hannah Arabella Tucker,	Worcester.
Nellie Blake Webber,	Worcester.
Minnie Ann Wedge,	Sutton.
Celia Eliza Whiteman,	LeRoy, N. Y.
Fanny Alberta Williams,	Worcester.

## SECOND CLASS—FEBRUARY, '77.

Carrie Maria Adams,	Worcester.
Lizzie Josie Andrews,	Worcester.
Ida Frances Boyden,	Oakham.
Florence Emily Brown,	East Douglas.
Hattie Abigail Brown,	East Douglas.
Ella Agnes Casey,	Worcester.
Bessie Alice Chase,	South Worcester.
Annie Clifton Damon,	Holden.
* Josephine Darling,	Uxbridge.
Rebecca Harlow Davie,	Worcester.
Susie Drake,	Spencer.
Ellen Montgomery Fitts,	Worcester.
Lillie Sophia Fogg,	North Sandwich, N. H.

AT WORCESTER.

7

NAMES.	RESIDENCES.
Elizabeth Gertrude Foley,	Worcester.
Nellie Maria Eveline Grover,	Worcester.
Ella Eudora Hall,	South Worcester.
Milly Jane Hall,	Upton.
Anna Elizabeth Harrington,	Worcester.
Mary Field Harrington,	Worcester.
Gertrude Hawkins,	Fitchburg.
Augusta Seaver Houghton,	Sutton.
Olive Rice Jenks,	Spencer.
Mary Anne Kean,	Worcester.
Gertrude Mitchell King,	Nantucket.
Eva Arabella Lord,	Templeton.
Margaret Jane McCann,	Worcester.
Maggie Esther McGone,	Worcester.
* Maggie Elizabeth McKenna,	Westborough.
Carrie Hamilton Maynard,	Worcester.
Anna Maria Murray,	Worcester.
Frances Mary O'Neill,	Worcester.
Lizzie Isabel Packard,	Grafton.
Jeannette Maria Putnam,	Northbridge Centre.
Martha Alice Rice,	Barre.
Harriet Betsy Sargent,	South Gardner.
Anna Maud Smith,	Worcester.
Isabella Marie Taft,	New England Village.
* Sarah Maud Thayer,	Worcester.
Lillian May Whiting,	Tatnuck.
Jennie Abbie Whitney,	Worcester.

Number in the First Class,	35
Number in the Second Class,	40
Total in the two classes,	75

# CALENDAR.

## SECOND SCHOOL YEAR.

1875.

First term begins . . . Tuesday, September 14.

RECESS, THANKSGIVING WEEK.

1876.

First term ends . . . Tuesday, February 1.


VACATION, FOUR WEEKS.

Second term begins . . . Tuesday, March 1.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . Tuesday, July 19.

VACATION, EIGHT WEEKS.

 A public examination will be held on the last day of each term.  
Entrance examination the following day.

## CIRCULAR OF INFORMATION.

INTRODUCTORY.—The following brief extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school:

“By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of \$60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of \$15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The beautiful eminence upon which it stands commands an extensive and varied view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, Hon. Henry Chapin, LL.D., chairman of the Board of Visitors, presiding.

A formal dedicatory address was delivered by Hon. Emory Washburn, LL.D., of Cambridge, and remarks were added by members of the Board of Education and others, after which a collation was served to invited guests.

On the following Tuesday (Sept. 15th) the school was opened to pupils, thus taking its place in the honorable line of educational institutions established and supported by the Commonwealth.

**DESIGN OF THE SCHOOL.**—This, like the four other Normal Schools of the state, is maintained with a single object in view, namely, the thorough preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and none will be encouraged to continue who do not show intelligence, aptitude, and enthusiasm for the work.

**CONDITIONS OF ADMISSION.**—The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; must declare their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance \$15 a term (\$30 a year) for tuition. A fee of \$2 a term in advance is required of each pupil to meet incidental expenses.

Candidates will be examined in Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States, and also as to their general intelligence, and in order to be admitted, must show good attainments therein. \*The regular examination is held on the day after the close of each term, and pupils must be present at that time unless detained by actual sickness, or other imperative and unforeseen necessity.

The necessary stationery for the examination will be furnished by the school.

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\* See Appendix.

## COURSE OF STUDY.

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

## BRANCHES OF STUDY TO BE PURSUED.

## FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

## SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

## THIRD TERM.

SPECIAL NOTICE. — As a change in the time of our entrance examinations was made at the close of last term, involving the possibility that some who desire to enter may not have been notified in season, a second preliminary examination will be held on the first day of the next term, namely, Tuesday, Sept. 14, commencing at half-past nine.



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## SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

## THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

## FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of Teaching, including—
  - (1.) Principles and Methods of Instruction.
  - (2.) School Organization and Government.
  - (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the black-board; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

**ADVANCED COURSE.**—An Advanced Course for graduates of the regular course who may desire to prepare themselves for other departments of teaching, occupies two years more, and includes instruction in the higher Mathematics, the Latin, French, and German Languages, and other branches required to be taught in the High Schools of the Commonwealth.

Pupils who, on entering the school, have in view the completion of this higher course, may take a part of its studies in connection with a part of the branches in the regular course, and in this way, at the end of four years, be prepared to graduate from both courses simultaneously. This arrangement gives the students the benefit of the study of the languages in connection with the study of the other branches of the course.

**THE PRACTICE OF TEACHING.**—The art of teaching cannot be learned without practice. In addition, therefore, to the work of the study and the class-room, much attention will be given throughout the course to the

observation of schools and to actual teaching. Arrangements now in progress with the superior public schools of Worcester, will afford unusual advantages in this most important department of training, rendering it a prominent and characteristic feature of the school.

**GOVERNMENT AND DISCIPLINE.**—Pupils will be confronted with no code of rules. They will be cordially met, and treated with confidence from the start. At the same time, nothing short of regular attendance, good behaviour, and full allegiance to the school in all its designs and interests, will be accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State for their improvement with that devotion and singleness of purpose which it deserves, and without which there can be no success.

**INCIDENTAL ADVANTAGES.**—The city of Worcester is rich in the means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities and politely assisted in pursuing investigations.

**RAILROAD FARES.**—All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school will be so arranged as to accommodate those who wish to come and go by the cars.

**ACCOMMODATIONS AND EXPENSES.**—There is at present no boarding-house connected with the school, but suitable accommodations in respect-

able private families in the neighborhood, approved by the authorities of the institution, may be readily obtained. The principal will willingly assist all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be \$4.17 per week.

The necessary incidental or miscellaneous expenses have averaged \$4.42 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

**STATE AID.**—The Commonwealth has regularly appropriated the sum of one thousand dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school will of course receive its proper share of such funds, and will be able to render assistance to quite a number of students the coming year.

The State also gives the use of most of the text-books required in the course, as well as free access to an ample and well-selected library of reference.

**INVITATION.**—The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe its every-day workings for themselves.

The School Committees of the various towns in the vicinity are particularly and earnestly urged to make themselves acquainted with this school—especially designed, as it is, to aid them in their work of improving our public instruction—and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

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Communications may be addressed to the Principal, 85 Prospect Street,  
or to

HON. HENRY CHAPIN,  
*Chairman of Board of Visitors, Worcester.*

## APPENDIX.

### QUESTIONS USED AT THE PRELIMINARY EXAMINATION,

FEBRUARY 23, 1875.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

#### GEOGRAPHY.

1. Give two proofs of the earth's sphericity.
2. Show, by a drawing, the position of the Arctic and Antarctic Circles, the Tropics of Cancer and Capricorn, and the Equator.
3. Greenwich is  $51^{\circ}$  and Quito is  $78^{\circ}$ ; which number indicates longitude and which latitude?
4. What is meant by the solstices and the equinoxes? When do they occur?
5. Name a mountain, an island, a cape, a peninsula, a bay, a gulf, a lake, a port, a river, and an isthmus belonging to the United States.
6. About what time is it now at Greenwich? How is it proved?
7. Name two countries on the Equator.
8. Which is further north, London or New York? About how many degrees?
9. About how many miles wide is Massachusetts, from north to south?
10. Name five States lying in proximity in the basin of the Mississippi River.
11. What is the Gulf Stream?
12. What is the direction of Paris from Rome?
13. Name five countries that touch the Mediterranean Sea.
14. Why are rivers apt to flow near large cities?
15. What is the difference between a republic and a kingdom?
16. Illustrate what is meant by exports and imports.
17. In what range of mountains are the highest peaks in the United States?

18. Name five rivers that empty directly into the Atlantic or the Pacific Ocean.

19. What is the use of the United States Signal Service?

20. Draw a rough map of the Gulf of Mexico and indicate the location of the States bordering upon it.

### ARITHMETIC.

1, 2, 3. Choose three of the following:

- (a) Where is the long ton used? How many pounds does it contain?
- (b) How many inches in a bushel?
- (c) How many yards in a mile?
- (d) How many feet in an acre?
- (e) How many yards in a cord?

4, 5, 6. Choose three:

- (a) Write the metric table of length or of weight?
- (b) How many inches in a meter?
- (c) How many pounds in a kilogram?
- (d) How many quarts in a liter?
- (e) How many liters in a cubic meter?

7, 8. Choose two:

- (a) What is a National Bank?
- (b) What are Bills of Exchange?
- (c) What are 5-20's and 10-40's?
- (d) Write a promissory note?

9, 10, 11. Choose three

- (a) If \$30 be added to  $\frac{1}{3}$  the cost of B's horse the sum equals  $\frac{2}{3}$  of the cost. What is the cost?
- (b) If A can do a piece of work in  $\frac{1}{3}$  of a day and B in  $\frac{1}{4}$  of a day, how long would it take both to perform it?
- (c) C and D have 200 sheep;  $\frac{1}{3}$  of C's with  $\frac{1}{4}$  of D's equal  $\frac{1}{2}$  of C's. How many has each?
- (d) How many men in 10 days of 6 hours each can earn as much as 6 men in 20 days of 8 hours each?
- (e) If  $\frac{2}{3}$  of a pound cost  $\frac{1}{4}$  of a dollar, what will  $\frac{3}{4}$  of a pound cost?

12, 13, 14. Choose three

- (a) I sell  $\frac{1}{4}$  of a thing for what  $\frac{1}{3}$  of it cost? What is the gain per cent.?
- (b) I lose \$50 by selling goods  $33\frac{1}{3}$  per cent. below cost. What do I receive?
- (c) My agent charges 5 per cent. commission. If I send him \$604 what will he invest?
- (d) A furnishes  $\frac{1}{4}$  of the capital, B \$500 and C \$400; they gain \$420. What is the share of each?

15, 16. Choose two:

- (a) When gold is at 20 per cent. premium what is a dollar bill worth in gold?

- (b) Which is the better investment, 6 per cent. stock bought at 20 per cent. above par, or 5 per cent. stock bought at 10 per cent. below par?
- (c) What principal will gain \$15.03 in 2 y. 5 mo. 24 da. at 5 per cent.?
- (d) A note for \$200 with interest at 8 per cent. was given Jan. 10, 1873. What was due Sept. 8, 1874?
17. What is the face of a note for three months which discounted at a bank yields \$500?
- 18, 19. Choose two:
- (a) At \$0.25 per sq. yd. what will it cost to plaster the walls and ceiling of this room, which is 55 ft. long, 27 ft. wide, and 13 ft. high, if no allowance is made for doors, windows, etc.?
- (b) What is the area of a circle 1 ft. in diameter?
- (c) How many bricks 8 in. long and 4 in. wide will pave a walk 60 ft. long and 4 ft. wide?
- (d) At \$25 per thousand what is the cost of a 2 in. plank 24 ft. long and 16 in. wide?
20. Add the ledger columns which will be placed upon the blackboard.

## GRAMMAR.

1. What is inflection?
  2. In what does the inflection of verbs consist?
  3. Write a sentence containing a personal and a relative pronoun.
  4. Decline *who*.
  5. Decline *that*.
  6. Write a sentence containing the pronominal adjective *that*.
  7. Write a sentence in which *that* shall be a conjunction.
  8. Define an abstract noun, and give example.
  9. Write a sentence containing *wandering* as a participle.
  10. Write a sentence containing the participial adjective *wandering*.
- Observe the following selection:

"He is the happy man *whose* life even now  
 "Shows *somewhat of that* happier life to come;  
 "Who, *doomed* to an obscure but tranquil state,  
 "Is pleased with it, and, were he *free* to choose,  
 "Would make his fate his choice."

11. Give the part of speech of each of the italicized words above.
12. How many clauses are there in the extract?
13. What is the mode of "were" and of "would make"?
14. Give the subject of "shows" and of "would make."
15. Write out the principal parts of the verbs *fly* and *flee*.
16. Write a sentence containing a transitive verb in the passive voice.
17. Change this same sentence, putting the verb into the active voice.
18. Give the feminine correlative of *str*.



19. Write the possessive of *she*.
20. Rewrite the following sentences correctly:
  - (a) I do not know but what you are right.
  - (b) You was his advocate in that important trial.
  - (c) I cannot by no means admit it to be true.
  - (d) I did not know as either of them were competent to do it.
  - (e) The river has overflown its banks.
21. How soon, in teaching Grammar to young children, would you begin to use a text-book?

### UNITED STATES HISTORY.

1. State two theories with reference to the origin of the American Indian.
2. Give the locality and date of the first Spanish settlement within the present limits of the United States.
3. Draw the coast line of Massachusetts, locating the place first settled by the Pilgrims.
4. During the reign of what English sovereign were the earliest attempts at colonization made, along the Atlantic coast?
5. How did the settlers of Massachusetts, Virginia and Maryland differ, in point of religion?
6. In what three respects did the "Navigation Acts" limit the colonial commerce?
7. What was the territory claimed by the French at the opening of the French and Indian war?
8. On what did the English and French base their claims to this region, respectively?
9. What distinguished man, in the English parliament, proved a friend to American liberty, prior to the Revolution?
10. What was the Boston Port Bill?
11. Mention anything in the battle of Bunker Hill calculated to compensate for the defeat of the Americans.
12. Locate Yorktown, Lexington, Brandywine, Cowpens, and Princeton.
13. On what two occasions, during the Revolution, did the British forces surrender to the American army?
14. What was the Alien Law, passed during John Adams's administration?
15. Define "tariff" and "protective tariff."
16. What two eminent generals were in command of the United States forces during the Mexican war?
17. What was the cause of our late civil war, and why is it called the war of secession?
18. What new privileges were granted by the thirteenth and fourteenth amendments of the Constitution?

19. Name three Presidents who were distinguished soldiers.
20. What eminent American statesman has recently deceased, and what was his official position?

## IN GENERAL.

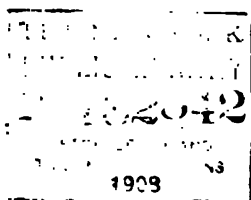
1. What is a *nom de plume*? Give an example.
2. In what century was printing invented?
3. Who was Daniel Webster?
4. Give the boiling point and the freezing point of water, upon the Fahrenheit scale.
5. Who is Chief Justice of the U. S. Supreme Court?
6. Who is Governor of Massachusetts?
7. Who was Goethe?
8. Who was the author of the Waverly Novels?
9. What is meant by taking the census, and how often is it done?
10. Define the word *abnormal*.
11. What does a "falling barometer" indicate?
12. What is the crescent moon?
13. What was the most interesting book you ever read?
14. Name an eminent musical composer.
15. Who was Michael Angelo?
16. Name two of the largest and best known of our American colleges.
17. What people spoke the Latin language?
18. What is a unanimous vote?
19. Name three advantages of city life.
20. What two countries of Europe have recently experienced important political changes?

## SPELLING.

- |                    |                |                  |
|--------------------|----------------|------------------|
| 1. business,       | 10. Lake Erie, | 18. recipe,      |
| 2. familiar,       | 11. wilful,    | 19. Phillips,    |
| 3. receive,        | 12. auxiliary, | 20. Helen,       |
| 4. seventy-eighth, | 13. indelible, | 21. ally,        |
| 5. retching,       | 14. knack,     | 22. Aaron,       |
| 6. millionaire,    | 15. Humboldt,  | 23. degradation, |
| 7. believe,        | 16. recede,    | 24. Queen Anne,  |
| 8. Swede,          | 17. mucilage,  | 25. viscera.     |
| 9. schemer,        |                |                  |



12  
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★ MASSACHUSETTS

# State Normal School

AT

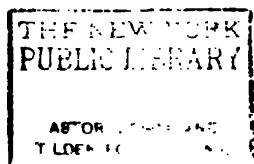
WORCESTER.

CATALOGUE AND CIRCULAR.

1876.

S







MASSACHUSETTS  
STATE NORMAL SCHOOL

AT  
WORCESTER.

CATALOGUE AND CIRCULAR.



SECOND YEAR, 1876.

WORCESTER:  
PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.  
1876.



182042



## STATE BOARD OF EDUCATION.

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HIS HONOR THE LIEUTENANT-GOVERNOR.

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# TEACHERS.

E. HARLOW RUSSELL, PRINCIPAL.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss FLORENCE FOSTER.

Miss JULIET PORTER.

\* MICHAEL J. GREEN.

HENRY W. BROWN.

In addition to the instruction of the regular teachers, lectures have been delivered during the last term by the following persons:

GARDINER G. HUBBARD, subject, "Old Rome."

PROF. BENJ. F. TWEED, "Principles and Methods in Education."

PROF. HERMANN KRUSI, "Pestalozzi."

A. BRONSON ALCOTT, "The Ideal in Education."

Miss ELIZABETH P. PEABODY, "The Kindergarten."

SUPT. ALBERT P. MARBLE, "The School System of Worcester."

A short course of instruction in a special department of Physiology has been given by

Mrs. MARY J. STUDLEY, M. D.

ABRAM EVERETT, JANITOR.

\* Mr. GREEN has resigned his position, and Miss HELEN F. MARSH, a holder of "Diploma A" of the State Normal Art School, has been appointed in his place.

## STUDENTS.

EXPLANATION. In the following catalogue, the asterisk (\*) marks the names of those who have withdrawn on account of infirm health; the dagger (†), those who have withdrawn for other reasons.

### GRADUATES—JULY, '76.

NAMES.	RESIDENCES.
Lydia Walker Ball,	Upton.
Harriette Crook,	Valley Falls.
Ella Eudora Goddard,	Worcester.
Ella Jane Lyford,	Spencer.
Joseph Chauncey Lyford,	Spencer.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Hannah Arabella Tucker,	North Brookfield.
Celia Eliza Whiteman,	Leroy, N. Y.
Fanny Alberta Williams,	Worcester.

The graduates have already been examined and approved as teachers for the schools of Worcester, by the following gentlemen, who constitute the examining committee of the School Board of the city:

Supt. ALBERT P. MARBLE,  
Prof. CHAS. O. THOMPSON,  
Mr. CALEB B. METCALF,  
Rev. THOS. J. CONATY,  
EMERSON WARNER, M. D.  
WM. T. HARLOW, Esq.

## FIRST CLASS — FEBRUARY, '77.

NAMES.	RESIDENCES.
Carrie Maria Adams,	Worcester.
Frances Maria Athy,	Worcester.
Effie Lillian Bennett,	Worcester.
Emma Abbie Bigelow,	Holden.
† Sarah Ann Boyd,	Leicester.
Florence Emily Brown,	East Douglas.
Hattie Abigail Brown,	East Douglas.
* Carrie Elizabeth Buxton,	Concord, N. H.
Mary Ellen Cecilia Carroll,	Worcester.
Bessie Alice Chase,	Worcester.
Ella Maria Cooper,	Webster Square.
Katie Agnes Coughlin,	Worcester.
Jennie Lulliona Dearborn,	Worcester.
Ellen Montgomery Fitts,	Worcester.
Clara Amelia Grout,	Quinsigamond.
Milly Jane Hall,	Upton.
Gertrude Hawkins,	Fitchburg.
Augusta Seaver Houghton,	Sutton.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
* Mary Angela Kiley,	Worcester.
Gertrude Mitchell King,	Nantucket.
Margaret Jane McCann,	Worcester.
Mary Teresa McCloskey,	Millbury.
Mary Elizabeth Murphy,	Worcester.
Anna Maria Murray,	Worcester.
* Lizzie Isabel Packard,	Grafton.
Jeannette Maria Putnam,	Northbridge Centre.
† Martha Alice Rice,	Barre.
Harriet Betsy Sargent,	South Gardner.
Minnie Willietta Sherman,	Worcester.
Anna Maud Smith,	Worcester.

**AT WORCESTER.**

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NAMES.	RESIDENCES.
Hattie Urania Thwing,	Worcester.
Nellie Blake Webber,	Worcester.
Jennie Abbie Whitney,	Worcester.

**SECOND CLASS—JULY, '77.**

Nettie Eliza Adams,	Winchendon.
Lizzie Josie Andrews,	Worcester.
† Ella Bancroft,	Worcester.
Addie Jane Booth,	Worcester.
Ida Frances Boyden,	Oakham.
Jennie Ellis Chandler,	Duxbury.
Lizzie Edwina Chapin,	Worcester.
Josepha Percey Chase,	Worcester.
Jennie Cora Clough,	Worcester.
† Mary Olive Clouse,	Worcester.
Mabel Crane,	Blackstone.
Edna Currier,	Quinsigamond.
† Annie Clifton Damon,	Holden.
† Rebecca Harlow Davie,	Worcester.
Mary Rebecca Doherty,	Worcester.
Eliza Ann Fairbanks,	Westborough.
Mary Lizzie Fitzgerald,	Worcester.
Elizabeth Gertrude Foley,	Worcester.
Katie Anna Follon,	Worcester.
† Clara Bell Ford,	Concord, N. H.
Ida Louise Gaskill,	Blackstone.
† Nellie Maria Eveline Grover,	Worcester.
Ella Eudora Hall,	South Worcester.
Mrs. Mary Field Harrington,	Worcester.
† Susan Ellen Hill,	Agawam.

## STATE NORMAL SCHOOL

NAMES.	RESIDENCES.
Annie Beatrice Hopkins,	Worcester.
Carrie Washburn Hunt,	Barre.
Olive Rice Jenks,	Spencer.
Lucia Naomi Jennison,	East Templeton.
Mary Anne Kean,	Worcester.
Eliza Josephine Stella Lawler,	Worcester.
Eva Arabella Lord,	Templeton.
Katie Ann McCarthy,	Worcester.
† Laura Adelaide Mackay,	Newton Lower Falls.
Maggie Esther McGone,	Worcester.
† Phebe Elizabeth Newton,	Worcester.
Lilla Maria Rice,	Grafton.
* Isabel Marie Taft,	New England Village.
Erwin Farrington Thompson,	Hopkinton.
Annie Teresa Timon.	Worcester.
Isabella Livingston Tullis,	Worcester.
† Lelia Gertrude Underhill,	Worcester.
Mary Alice Winter,	Northbridge Centre.

## THIRD CLASS—FEBRUARY, '78.

Jennie Irene Adams,	Winchendon.
Emma Frances Brown,	Worcester.
Mary Julia Brown,	West Brookfield.
† Clara Blanch Bullard,	West Boylston.
Stella Augusta Bullock,	Oxford.
Anna Crosby Cutting,	Templeton.
Alvin Stone Dearth,	Boylston Centre.
Mary Elizabeth Donahoe,	Uxbridge.
Mary Addie Drake,	Worcester.
Della Harlow Dudley,	Worcester.

# AT WORCESTER.

9

NAMES.	RESIDENCES.
Isabella Newton Eddy,	Leicester.
Abigail Louisa Flower,	Agawam.
Matilda Gunderson,	Worcester.
Addie Eliza Kendall,	Worcester.
Carrie Hamilton Maynard,	Worcester.
Frances Lillian Newton,	Worcester.
Mary Louisa Parker,	Leominster.
Armina Lillian Paul,	Worcester.
Bertha Phelps,	Worcester.
Emma Miller Plimpton,	Whitinsville.
Sarah Elizabeth Rogers,	Shrewsbury.
† Eva Estella Smith,	Worcester.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Millville.
Mary Louise Taylor,	Worcester.
Ella Hapgood Ward,	Shrewsbury.

Number of Graduates,	10
Number in the First Class,	35
Number in the Second Class,	43
Number in the Third Class,	26
Total,	114





# CALENDAR.

## THIRD SCHOOL YEAR.

1876.

First term begins . . . Tuesday, September 12.

RECESS, THANKSGIVING WEEK.

1877.

First term ends . . . Tuesday, January 30.


VACATION, THREE WEEKS.

Second term begins . . . Tuesday, February 20.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . Tuesday, July 10.

VACATION, NINE WEEKS.

 Entrance examinations will be held on the 12th and 13th of July, 1876; on the 31st of January and 1st of February, 1877; and on the 11th and 12th of July, 1877.

## CIRCULAR OF INFORMATION.

INTRODUCTORY.—The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school:

“By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of \$60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of \$15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, and on the following Tuesday (Sept. 15th) the school was opened to pupils.

**DESIGN OF THE SCHOOL.**—The single object for which the school is maintained is the preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and only those will be encouraged to remain who show intelligence, aptitude, and enthusiasm for the work.

**CONDITIONS OF ADMISSION.**—The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance \$15 a term (\$30 a year) for tuition. A fee of \$2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the Principal must pay at the rate of \$15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States.

Express warning is given against trying to enter, in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the appendix.

The regular examination begins on the day after the close of each term, and applicants must be present at that time unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

## COURSE OF STUDY.

The Board of Education, by a vote passed January 9, 1860, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

## BRANCHES OF STUDY TO BE PURSUED.

## FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

## SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

## THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

## FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of teaching, including—
  - (1.) Principles and Methods of Instruction.
  - (2.) School Organization and Government.
  - (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the black-board; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

ADVANCED COURSE. — An Advanced Course for graduates of the regular course who may desire to prepare themselves for other departments of teaching, occupying two years more, and including instruction in the higher Mathematics, the Latin, French and German languages, and other branches required to be taught in the High Schools of the Commonwealth, will be established, if deemed advisable by the Board of Education.

THE PRACTICE OF TEACHING. — In addition to the work of the study and the class-room, much attention will be given throughout the course to the observation of schools and to actual teaching.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School are, in their senior year, assigned as assistants or apprentices to superior teachers in the public schools, and thus have real practice in the

instruction and management of school children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

**GOVERNMENT AND DISCIPLINE.** — Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

**HEALTH.** — Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress and study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a full knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:

- |                 |              |
|-----------------|--------------|
| 1. Weight.      | 5. Eyesight. |
| 2. Height.      | 6. Hearing.  |
| 3. Chest-girth. | 7. Appetite. |
| 4. Waist-girth. | 8. Sleep.    |

The following questions are also asked at the time of admission:

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease; for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty-three per cent. of our students have required his services.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is fifty minutes long, and study is not permitted to infringe upon a moment of it.

Care is taken that, along with the admonitions against hurry, *time enough* be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room—one of the lightest and pleasantest in the building—is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading matter: and here any overworked student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

**INCIDENTAL ADVANTAGES.** — The city of Worcester is rich in means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

**RAILROAD FARES.** — All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

**ACCOMMODATIONS AND EXPENSES.** — There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The Principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be \$4.14 per week.

The necessary incidental or miscellaneous expenses have averaged \$4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

**STATE AID.** — The Commonwealth has regularly appropriated the sum of one thousand dollars a year to each of its Normal Schools, to be divided



among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of the text-books required in the course, as well as free access to an ample and well-selected library of reference, and general literature.

**INVITATION.**—The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe for themselves its daily working.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

**DONATIONS.**—The following contributions are gratefully acknowledged:

Zoological and Botanical specimens, from Capt. V. P. Parkhurst, East Templeton;

Map of the grounds, from Messieurs Buttrick & Wheeler;

Tarantula's nest, and bark of California Big Trees, from H. W. Brown.

The School Committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school—especially designed, as it is, to aid them in their work of improving our public instruction—and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

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Communications may be addressed to the Principal, 85 Prospect Street, or to

HON. HENRY CHAPIN,  
*Chairman of Board of Visitors, Worcester.*

## APPENDIX.

### QUESTIONS USED AT THE ENTRANCE EXAMINATION,

FEBRUARY, 1876.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School Committees, Teachers and others may receive copies of the examination questions regularly, by applying to the Principal.

### GEOGRAPHY.

1. Name two materials for clothing derived from animals; two from vegetables.
2. What name is given to the business of exchanging the products of one country for those of another?
3. What is the general direction of peninsulas? Name any exception.
4. Answer either of the following questions:
  - (a) What is the cause of thermal springs?
  - (b) What is the cause of mineral springs?
5. In what zone may we find the temperature of all zones? How?
6. Answer either of the following questions:
  - (a) What is the difference between a cataract and a rapid?
  - (b) What is the difference between a delta and an estuary?
7. What is the resemblance between the bed of the ocean and the surface of the land?
8. Answer either of the following questions:
  - (a) Give two uses of ocean currents.
  - (b) If a tree should fall into the Missouri River and meet with no hindrance where might it finally be found?
- 9, 10. Answer two of the following questions:
  - (a) Of what use is the atmosphere?
  - (b) By what instrument is the temperature of the atmosphere measured?
  - (c) By what instrument is the weight of the atmosphere measured?

11. Why do apple-trees in spring, blossom earlier on a southern slope than on a northern? Does the northern slope have the advantage anywhere on the earth?

12. Why does a current from the North Pole come from the N. E. instead of from the North?

13. If you stand on the sea-shore in the day-time, looking toward the sea, will the wind be in your face or at your back? Why?

14, 15. Answer two of the following questions:

(a) What is the use of latitude and longitude?

(b) What is the latitude of a place just mid-way between the Equator and the North Pole?

(c) What is the latitude of a place just mid-way between the North and South Poles?

16. Answer one of the following questions:

(a) In what direction does the earth turn on its axis?

(b) In what time does it make a complete rotation?

17. Through how many degrees does it turn in one hour? Why?

18. Where does sunset occur first, east or west of us?

19. Why is it colder in winter than in summer?

20. What circles mark the northern and southern limits of the vertical rays of the sun?

### ARITHMETIC.

*[Take time, but let your work be accurate.]*

1. Choose one of the following:

(a) Multiply a common fraction by a common fraction, and explain the work.

(b) Multiply a decimal fraction by a decimal fraction, and explain the work.

2. Estimate the size of this window; the size of this room; the distance to the street; the distance to the Technical School.

3. Estimate the number of acres in this field; the number of gallons in this box; the weight of this package; name something that weighs a ton.

4, 5. Choose two:

(a) What is a fluid ounce?

(b) How many gallons in a cubic foot?

(c) How many cubic feet will contain 100 bushels?

6, 7. Choose two:

(a) What metric unit nearly equals a quart?

(b) How many meters in a rod?

(c) Change 100 lbs. to metric units.

*Note.* If you have not been taught the metric tables, write what you know in general about the system.

- 8, 9. Choose two:
- State fully how a merchant pays for goods in London.
  - How is a bank organized, what business is done there, and how are its expenses met?
  - What is a Custom House for, what business is done there, and what becomes of the money?
10. Choose one:
- John Jones borrows \$500 of you Feb. 24th, 1873, agreeing to pay interest at seven per cent. July 5th, 1874, he pays \$200. Write the note with the indorsement.
  - If a man owes you \$750, due in 60 days, and you wish to obtain the money at once from the City National Bank, prepare the note for discounting.
11. Choose one:
- What is due on the first note given above?
  - What will the bank pay for the second note if they are discounting at 9 per cent?
12. Choose one:
- When 10-40's are quoted at 110, and 5-20's at 120, which is the better investment?
  - The B. & A. R. R. pays a dividend of 10 per cent; their stock sells at 130. What per cent. should I receive for money invested now?
- 13, 14. Choose two:
- When gold is worth 110 what is a greenback dollar worth in gold?
  - What is \$100 in gold worth in English currency?
  - What is the gold value of a franc? of a mark?
15. What did it cost to slate this black-board at 10 cents a square foot? Use the yard-stick for measuring.
16. A ton of coal occupies 35 cubic feet; my bin is 8 ft. long and 6 ft. wide, how high must it be to contain 4 tons?
17. Choose one:
- How many cubic feet in a gasometer 70 ft. in diameter and 40 ft. high?
  - How long is a square acre on a side?
18. Write the answers to the mental combinations which will be given.
19. Write the answers to the mental problems which will be given.
20. Add the ledger columns upon the black-board.

## GRAMMAR.

- Inflect *good*.
- Write the plural of *seraph*, *innuendo*, *negro*, *wharf*, *Excellency*.
- Give a Latin feminine, and a Latin plural.
- How is a pronoun like a noun, and how unlike?
- What double office is performed in a sentence by a relative pronoun?

6. How does a relative pronoun express person? how does a personal pronoun?

7. When the verb of a sentence is in the passive voice, what does its subject indicate?

8. Write the five inflectional forms of the verb *go*.

9. When are *in* and *within* adverbs?

10. What is the difference in meaning of "to learn" and "to teach"?

11. Write a sentence in which *but* is equivalent to a relative pronoun.

12. Write one in which *but* is a preposition.

13. In what sense may *round*, *square*, *perfect*, be compared?

14. Is there any difference between the verb and the predicate of a sentence, and if so, what?

"That *there* is a *wisdom* against which poetry wars,—the wisdom of the *senses*, which makes physical comfort and gratification the supreme *good*, and wealth the chief *interest* of life,—we do not deny; nor do we deem it the least service *which* poetry renders to mankind, that it redeems them from the thralldom of this earth-born prudence."

16. Give the syntax of the italicized words.

17. Mention the antecedent of *which*, in each case where it occurs.

18. What part of speech is the introductory *that*? What is the object of *deny*?

19. What kind of a sentence is this, on any system of analysis to which you are accustomed?

20. Why is it incorrect to say:

(a) It is me.

(b) It lies between you and I.

(c) You are the shortest of the two.

(d) He is most exhausted by his exertions.

(e) You was too hasty in your conclusions.

## HISTORY.

1. Answer one of the following questions:

(a) What were the first two colleges established in America?

(b) In what State did the system of Common Schools first appear?

(c) What is a Proprietary Government?

2. What was the original extent of Florida? of Louisiana?

3. What is meant by the "Boston Tea Party"?

4. How did Washington display more strategy in the battle of Trenton than on any other occasion during the Revolution?

5. Who or what was "poor Richard"? "Bonhomme Richard"?

6. Why were John Adams and Thomas Jefferson political enemies?

7. What was the design of the protective tariff advocated by Clay, and why was this tariff opposed by Calhoun?

8. By what did Jackson win renown? Harrison? Meade? Commodore Foote? Ericsson?

9. What was the political significance of "36° 30' "?
10. Whose name do we connect with the cotton-gin? the first steam-boat? the magnetic telegraph? the sewing machine? the Atlantic Cable?
11. Which is longer, the Atlantic Cable or the Pacific Railroad?
12. What was "John Brown's Raid"?
13. In the late war, what was the "Trent" affair?
14. What is meant by "declaring a blockade"?
15. Which Presidential administration seems to you most deserving of notice, and why?
16. Which President was known as the "old man eloquent"? "Rough-and-Ready"? the "sage of Monticello"? the "bachelor President"? "Unconditional Surrender"?
17. What were the political views of Lincoln on the slavery question, when nominated to the Presidency, and how did they change?
18. What was the date of the settlement of Saint Augustine? the Battle of Bunker Hill? the fall of Vicksburg? the Emancipation Proclamation? the Centennial celebration at Lexington?
19. Define privateer, minute-men, picket, sappers and miners, brevet?
20. Draw a rough map, indicating the position of contending armies at the siege of Charleston, Yorktown, Vicksburg or Richmond?

## IN GENERAL.

1. What is the meaning of *amnesty*?
2. Can a man be King and Emperor at the same time?
3. What is a Probate Court?
4. Who is "Poet Laureate" of England?
5. What is the difference between astronomy and astrology?
6. Who is Bismarck?
7. Was printing discovered or invented?
8. What is the nature of a mortgage?
9. Who is Secretary of State of the United States?
10. What is the Teutonic race?
11. What are the fine arts?
12. Name an amphibious animal.
13. What is meant by a Roman nose? a Grecian nose?
14. Who is the Prince of Wales?
15. Name five eminent living Americans.
16. What is a rustic?
17. Who is Charles Darwin?
18. What is a boulder?
19. What is the difference between an emigrant and an immigrant?
20. What kind of a government has France at present?

## COMPOSITION.

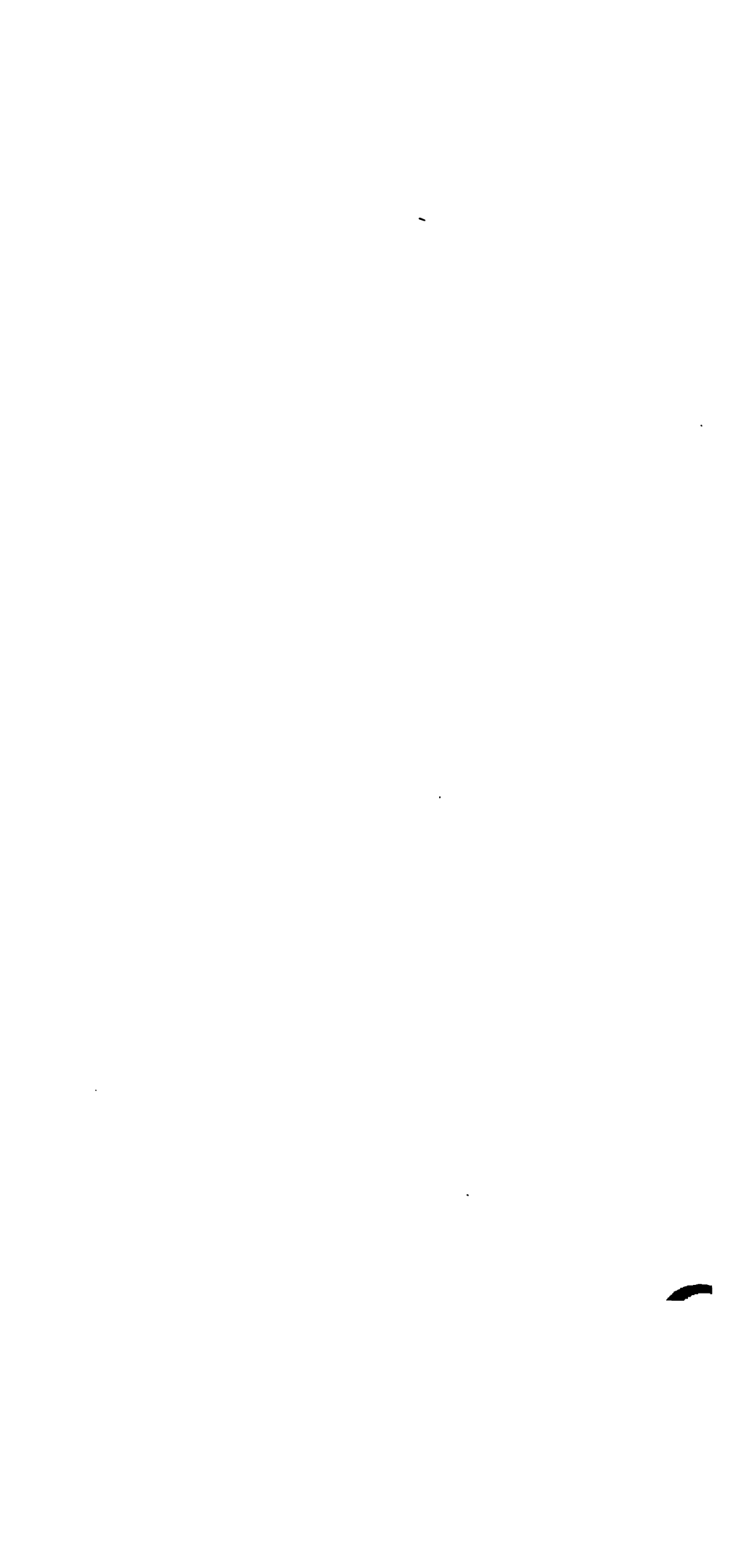
Write ten minutes on each of the following subjects:

1. What I should like to see at the "Centennial Exhibition."
2. An incident of my personal experience.
3. The story of Robinson Crusoe.

## SPELLING.

- |                                   |                           |
|-----------------------------------|---------------------------|
| 1. despise,                       | 14. Noah Webster, LL. D., |
| 2. semicolon,                     | 15. cylinder,             |
| 3. resurrection,                  | 16. February,             |
| 4. beneficial,                    | 17. schoolmate,           |
| 5. His Excellency, Alex. H. Rice, | 18. agony,                |
| 6. plaid,                         | 19. miscellany,           |
| 7. bird's-eye view,               | 20. Louisville, Ky.,      |
| 8. infallibility,                 | 21. elm-tree,             |
| 9. forty-seven,                   | 22. Seckel pear,          |
| 10. Joshua,                       | 23. not at all,           |
| 11. damaging,                     | 24. rarefy,               |
| 12. accompanied,                  | 25. clarify.              |
| 13. dandelion,                    |                           |









14  
JUN 22 1907

MASSACHUSETTS  
STATE NORMAL SCHOOL  
WORCESTER

★ MASSACHUSETTS

# State Normal School

AT

WORCESTER.

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1877.





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STATE NORMAL SCHOOL

WORCESTER

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THIRD YEAR, 1877.

WORCESTER,

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1877.



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CATALOGUE AND CIRCULAR.



THIRD YEAR, 1877.

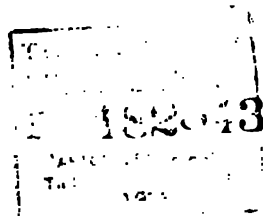
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PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.

1877.

C. P. G.





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MISS FLORENCE FOSTER.

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HENRY W. BROWN.

MISS HELEN F. MARSH.

---

In addition to the instruction of the regular teachers, lectures have been delivered during the last term by the following persons :

REV. A. D. MAYO; on "Reading."

REV. HENRY BLANCHARD; "The Study of History."

PROF. LEVI S. BURBANK; "Mineralogy" and "Botany."

---

ABRAM EVERETT, JANITOR.

## STUDENTS.

### RESIDENT GRADUATES.

NAMES.	RESIDENCES.
Effie Lillian Bennett,	Worcester.
Gertrude Hawkins,	Fitchburg.
Gertrude Mitchell King,	Nantucket.

### FIRST CLASS.

Carrie Maria Adams,	Worcester.
Lizzie Joanna Andrews,	Worcester.
Emma Abbie Bigelow,	Holden.
Addie Jane Booth,	Worcester.
Ida Frances Boyden,	Oakham.
Jenny Ellis Chandler,	Duxbury.
Bessie Alice Chase,	Worcester.
Josepha Percy Chase,	Worcester.
Ella Maria Cooper,	Worcester.
Katie Agnes Coughlin,	Worcester.
Mabel Crane,	Blackstone.
Mary Rebecca Doherty,	Worcester.
Eliza Ann Fairbanks,	Westborough.

NAMES.	RESIDENCES.
Ellen Montgomery Fitts,	Worcester.
Mary Elizabeth Fitzgerald,	Worcester.
Katie Anna Follon,	Worcester.
Ida Louise Gaskill,	Blackstone.
Ella Eudora Hall,	Worcester.
Mrs. Mary Field Harrington,	Worcester.
Anna Beatrice Hopkins,	Worcester.
Olive Rice Jenks,	Spencer.
Lucia Naomi Jennison,	East Templeton.
Mary Anne Kean,	Worcester.
Katie Ann McCarthy,	Worcester.
Mary Teresa McCloskey,	Millbury.
Anna Maria Murray,	Worcester.
Minnie Willietta Sherman,	Worcester.
Anna Maud Smith,	Worcester.
Hattie Urania Thwing,	Worcester.
Annie Teresa Timon,	Worcester.
Isabella Livingston Tullis,	Worcester.
Nellie Blake Webber,	Worcester.
Jennie Abbie Whitney,	Worcester.

## SECOND CLASS.

Nettie Eliza Adams,	Winchendon.
Emma Frances Brown,	Worcester.
Ella Agnes Casey,	Worcester.
Lizzie Edwina Chapin,	Worcester.
Jennie Cora Clough,	Worcester.
Edna Carrier,	Quinsigamond.
Anna Crosby Cutting,	Templeton.
Isabella Newton Eddy,	Leicester.
Elizabeth Gertrude Foley,	Worcester.
Addie Eliza Kendall,	Worcester.

# AT WORCESTER.

7

NAMES.	RESIDENCES.
Eliza Josephine Lawler,	Worcester.
Maggie Esther McGone,	Worcester.
Isabel Pemberton Morey,	West Brookfield.
Armina Lillian Paul,	Worcester.
Lilla Maria Rice,	Grafton.
Sarah Elizabeth Rogers,	Shrewsbury.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Millville.
Mary Louise Taylor,	Worcester.
Erwin Farrington Thompson,	Hopkinton.
Ella Hapgood Ward,	Shrewsbury.
Mary Alice Winter,	Northbridge Centre.

## THIRD CLASS.

Jennie Irene Adams,	Winchendon.
Lizzie Estelle Bent,	South Gardner.
Mary Julia Brown,	West Brookfield.
Stella Augusta Bullock,	Oxford.
Harriet Louise Butler,	Auburn.
Mary Elizabeth Donahoe,	Uxbridge.
Della Harlow Dudley,	Worcester.
Matilda Gunderson,	Worcester.
Mary Abbie Hayward,	Ashby.
Mary Elizabeth Houghton,	Worcester.
Anna Elizabeth Lavin,	Worcester.
Katie Agatha McLoughlin,	Worcester.
Carrie Hamilton Maynard,	Worcester.
Frances Lillian Newton,	Worcester.
Mary Louise Parker,	Leominster.
Bertha Phelps,	Worcester.
Emma Miller Plimpton,	Whitinsville.
Effie Medora Riley,	Oakdale.

NAMES.	RESIDENCES.
Alice Elizabeth Sawyer,	Worcester.
Abby Brewer Shute,	Auburn.
Carrie Angelicia Smith,	Worcester.
Adeline Estella Sprague,	Worcester.
Marion Capitola Tucker,	Worcester.

## FOURTH CLASS.

Cora Olympe Alton,	Worcester.
Hattie Woodward Arnold,	Westborough.
Emma Buckley,	Worcester.
Mary Elta Buxton,	Worcester.
Nellie Augusta Carney,	Worcester.
Mary Louise Coolidge,	Amherst, N. H.
Mary Jennie Theo Cunningham,	Worcester.
Bertha Dewey,	South Worcester.
Arthur Bigelow Dodge,	Worcester.
Emma Jones Forbush,	Worcester.
Emma Lorette Giffin,	Templeton.
Ida Susan Gilbert,	West Brookfield.
Mary Rosalie Goddard,	Worcester.
Estelle Louise Greenwood,	Grafton.
Mary Emma Hastings,	Westborough.
Jennie Leonora Higgins,	Worcester.
Katie Elizabeth Kenney,	Worcester.
Effie Francis Kinne,	Plainfield, Conn.
Mrs. Augusta Barber Lamb,	Worcester.
Joanna Genevieve Lawler,	Worcester.
Ella Maria Murphy,	Worcester.
Henrietta Agnes Murray,	Worcester.
Katie Emery Newhall,	Worcester.
Anna Harriet Newton,	Paxton.
Emily Eliza Pierce,	Hopkinton.

# AT WORCESTER.

9

NAMES.	RESIDENCES.
Nellie Louisa Pierce,	Orange.
Hattie Stearns Putnam,	Worcester.
Katie Aloysia Redican,	Worcester.
Sarah Ruth Rochford,	Worcester.
Mary Agnes Rourke,	Worcester.
Marion Eliza Waite,	Oxford.

## SUMMARY OF NUMBERS.

Number in the First Class, . . . . .	33
Number in the Second Class, . . . . .	22
Number in the Third Class, . . . . .	23
Number in the Fourth Class, . . . . .	31
Number of Resident Graduates, . . . . .	3
Total, . . . . .	112
Number of Graduates, . . . . .	27





# GRADUATES.

JULY, 1876.

The graduates have already been examined and approved as teachers for the schools of Worcester, by the following gentlemen, who constitute the examining committee of the School Board of this city:

Supt. ALBERT P. MARBLE,  
Mr. CALEB B. METCALF,  
Rev. THOS. J. CONATY,  
WM. T. HARLOW, Esq.  
FRANCIS P. GOULDING, Esq.  
Dr. RUFUS WOODWARD.

NAMES.	RESIDENCES.
Lydia Walker Ball,	Upton.
Harriette Crook,	Valley Falls.
Ella Eudora Goddard,	Worcester.
Ella Jane Lyford,	Spencer.
Joseph Chauncey Lyford,	Spencer.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Hannah Arabella Tucker,	North Brookfield.
Celia Eliza Whiteman,	Leroy, N. Y.
Fanny Alberta Williams,	Worcester.

## JANUARY, 1877.

NAMES.	RESIDENCES.
Frances Maria Athy,	Worcester.
Effie Lillian Bennett,	Worcester.
Sarah Ann Boyd,	Cherry Valley.
Florence Emily Brown,	East Douglas.
Harriet Abigail Brown,	East Douglas.
Mary Ellen Cecilia Carroll,	Worcester.
Jennie Luliona Dearborn,	Worcester.
Clara Amelia Grout,	Worcester.
Milly Jane Hall,	Upton.
Gertrude Hawkins,	Fitchburg.
Augusta Scaver Houghton,	Wilkinsonville.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
Gertrude Mitchell King,	Nantucket.
Margaret Jane McCann,	Worcester.
Mary Elizabeth Murphy,	Worcester.
Jeannette Maria Putnam,	Northbridge.

## DEATHS.

Mary Angela Kiley, Worcester, February, 1877.

Mary Louisa Parker, Leominster, March 6, 1877.

# CALENDAR.

---

## FOURTH SCHOOL YEAR.

1877.

First term begins . . . Tuesday, September 11.

RECESS, THANKSGIVING WEEK.

1878.

First term ends . . . Tuesday, January 29.

VACATION, THREE WEEKS.

Second term begins . . . Tuesday, February 19.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . Tuesday, July 10.

VACATION, NINE WEEKS.

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## SPECIAL NOTICE.

The admission of pupils at the beginning of the second term is discontinued.

The only entrance examination in future will be held on the two days following the close of the school year.

## CIRCULAR OF INFORMATION.

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INTRODUCTORY.—The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school :

“By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of \$80,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of \$15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, and on the following Tuesday (Sept. 15th) the school was opened to pupils.

**DESIGN OF THE SCHOOL.**—The single object for which the school is maintained is the preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and only those will be encouraged to remain who show intelligence, aptitude, and enthusiasm for the work.

**CONDITIONS OF ADMISSION.**—The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance \$15 a term (\$30 a year) for tuition. A fee of \$2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the Principal must pay at the rate of \$15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States.

Express warning is given against trying to enter, in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the appendix.

The regular examination begins on the day after the close of the summer term, and applicants must be present at that time unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

## COURSE OF STUDY.

The Board of Education, by a vote passed January 9, 1886, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

### BRANCHES OF STUDY TO BE PURSUED.

#### FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

#### SECOND TERM.

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

#### THIRD TERM.

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

#### FOURTH TERM.

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of teaching, including —
  - (1) Principles and Methods of Instruction.
  - (2) School Organization and Government.
  - (3) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the black-board; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors."

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

**GRADUATES' COURSE.**—Graduates of the regular course who may desire further preparation, can receive instruction in the higher mathematics, classical and modern languages, natural sciences, history, and the philosophy of teaching. They may also have practice in teaching as substitutes in the city schools.

**THE PRACTICE OF TEACHING.**—In addition to the work of the study and the class-room, much attention will be given throughout the course to the observation of schools and to actual teaching.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School are, in their senior year, assigned as assistants or apprentices to superior teachers in the public schools, and thus have real practice in the instruction and management of school children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

**GOVERNMENT AND DISCIPLINE.**—Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

**HEALTH.**—Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress and study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a full knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:

- |                 |              |
|-----------------|--------------|
| 1. Weight.      | 5. Eyesight. |
| 2. Height.      | 6. Hearing.  |
| 3. Chest-girth. | 7. Appetite. |
| 4. Waist-girth. | 8. Sleep.    |

The following questions are also asked at the time of admission:

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease; for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?



If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty-three per cent. of our students have required his services.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:

Ample and frequent recesses are not only allowed but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is fifty minutes long, and study is not permitted to infringe upon a moment of it.

Care is taken that, along with the admonitions against hurry, *time enough* be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room—one of the lightest and pleasantest in the building—is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading matter; and here any student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

**INCIDENTAL ADVANTAGES.**—The city of Worcester is rich in means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

•

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

**RAILROAD FARES.**—All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved, pecuniarily, by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

**ACCOMMODATIONS AND EXPENSES.**—There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The Principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be \$4.14 per week.

The necessary incidental or miscellaneous expenses have averaged \$4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

**STATE AID.**—The Commonwealth has regularly appropriated the sum of one thousand dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

**INVITATION.**—The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe for themselves its daily working.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

**DONATIONS.**—A bust of the Apollo Belvedere, from the graduating class of July, 1876.

A photograph of the cherubs in Raphael's painting of the Sistine Madonna, from the graduating class of February, 1877.

Nests and eggs of birds, from J. C. Lyford, a graduate of the school.

Birds' nests and other natural objects from pupils.

The School Committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school — especially designed, as it is, to aid them in their work of improving our public instruction — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

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Communications may be addressed to the Principal, 85 Prospect Street, or to

HON. HENRY CHAPIN,  
*Chairman of Board of Visitors, Worcester.*

## APPENDIX.

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### QUESTIONS USED AT THE ENTRANCE EXAMINATION,

JANUARY, 1877.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School Committees, Teachers and others may receive copies of the examination questions regularly, by applying to the Principal.

### GEOGRAPHY.

1. How high is Mt. Washington?
2. In what direction from the North pole is Boston?
3. What is the population of the United States?
4. Name five chief commercial centres in the United States.
5. Name all the bodies of water through which a vessel would sail in going from London to Bombay by the shortest route.
6. Draw a rough outline of England and locate the following: London, Dover, Mersey R., Liverpool, Birmingham.
7. Draw a diagram of the Boston and Albany R. R., and locate five important stations thereon.
8. Draw a profile of the United States from east to west.
9. Explain the meaning of the words *solstice* and *equinox*.
10. In what continent is coal most abundant?
11. Compare the climate of England with that of New England.
12. How do materials used for food vary in the different zones?
13. What are deltas and how are they formed?
14. Explain the cause of the long polar night.
15. What natural phenomenon is referred to in the following lines?

"There twice a day the Severn fills,  
The salt sea-water passes by,  
And hushes half the babbling Wye,  
And makes a silence in the hills."
16. What country is referred to in the above stanza?
17. What are some of the natural advantages of St. Louis?
18. Give a brief description of any large city.

## ARITHMETIC.

1. Estimate the size of this blackboard; the weight of this package; the distance to the street.
  2. Choose one of the following:
    - (a) Reduce  $17\frac{1}{2}\text{¢} + .003\frac{1}{2}$  to a simple fraction.
    - (b) Reduce  $\frac{3}{2}\text{ of } \frac{5}{4} \times .01\frac{1}{2}$  to a simple fraction.
  3. Choose one:
    - (a) Explain fully how you find 6 per cent. of 240.
    - (b) If 2 be added to  $\frac{3}{4}$  of a number the sum is 1 less than  $\frac{3}{4}$  of the number. Explain how you find the number.
  4. Choose one:
    - (a) What is a tariff? how is it computed, and where is it collected?
    - (b) How is a person's tax computed?
  5. Choose one:
    - (a) How many cubic feet in a bushel?
    - (b) How many cubic yards in a cord?
  - 7, 8. Choose two:
    - (a) Describe the primary unit of the metric system.
    - (b) What is the liter? the kilogram?
    - (c) Write the metric table of capacity.
- NOTE.** If you have not been taught the metric tables, write what you know in general about the system.
9. Choose one:
    - (a) What is the cost of 1680 lbs. of coal at \$7.00 per ton?
    - (b) If 3 men or 4 boys perform a piece of work in 12 days, in what time would 4 men and 3 boys do the same amount of work?
  - 10, 11, 12. Choose three:
    - (a) I sell goods for \$50, gaining 25 per cent.; what per cent. should I have gained by selling the same for \$60?
    - (b) What is the bank discount on a note for \$500 due in 60 days?
    - (c) When Worcester 5 per cent. bonds sell at 103, what per cent. interest would a person receive on his investment?
    - (d) I bought hay at \$3.00 per ton, but lost  $12\frac{1}{2}$  per cent. of it in getting it, what did it really cost me per ton?
  13. Choose one:
    - (a) A — B — lends you \$100 to-day to be paid in one year; write the note which you would give him.
    - (b) Write a draft.
  - 14, 15. Choose two (use the yardstick for measuring):
    - (a) How many yards of carpeting  $\frac{3}{4}$  of a yard wide will be required for this room?
    - (b) Find the volume of this circular measure.
    - (c) Find the volume of this square pyramid.

16. Write the answers to the mental problems which will be given.
17. Write the answers to the mental combinations which will be given.
18. Add the ledger columns on the blackboard.

## ENGLISH GRAMMAR.

"I knew a man who had it for a byword when he saw men hasten to a conclusion: 'Stay a little, that we may make an end the sooner.'" — *Racine*.

1. Analyze the above sentence according to the simplest form to which you are accustomed.
2. To what does *it* have a forward reference?
3. Parse (briefly) *little*; *the*.
4. What part of speech is *as* in each of the following sentences?
  - (a) "We are such stuff *as* dreams are made of."
  - (b) "He is *as* intelligent *as* you are."
  - (c) "*As* you are convinced, why argue further?"
5. What is the usual position in a sentence of the object of a verb? What pronouns form an exception? Are exceptions to this rule more frequent in poetry than in prose, or the reverse?
6. What double office does *where* perform in the following:
 

"I saw the place *where* the prison stood."
7. By what parts of speech may a subordinate clause be introduced?
8. Supply the correct form of the personal pronoun, first person, singular number, in the following sentences:
  - (a) "This is between you and —."
  - (b) "He knew it was —."
  - (c) "He took it to be —."
  - (d) "It was known to be —."
  - (e) "Please let Clara and — go."
  - (f) "I am glad it isn't —."
9. How can you determine the predicate of a sentence?
10. How the subject?
11. Write two sentences, containing, respectively, *is* as a predicate and *is* as a copula.
- 12, 13, 14, 15, 16. Give the syntax of the italicized words:
 

"The very necessity *which* every one acknowledges of *giving* vast portions of life to attain proficiency in anything, makes us *prodigal* where we *ought* to be parsimonious, and careless where we have need of unceasing vigilance." — *Hamerton*.
17. Write a sentence containing at least three kinds or classes of pronouns.
18. Mention three authorities which you would consult in reference to doubtful points of English Grammar.

## UNITED STATES HISTORY.

1. Name some territory gained by annexation; by purchase; by conquest.
2. What political question separated the Whig from the Democrat?
3. Who were the three eminent rival statesmen of forty years ago?
4. Where did Montgomery fall? Warren? Braddock? Lawrence?
5. Name two important battles of the Revolution; of the Mexican War; of the Great Rebellion.
6. Mention a noticeable event in the career of each of the following men: Washington, Burr, Webster, Scott, Lincoln.
7. Name two treaties to which our government was a party.
8. Give an account of any battle which formed a crisis or turning-point in the war of the Rebellion.
9. How do the present geographical limits of the United States differ from those of a hundred years ago?
10. Draw a rough map and indicate upon it by a dotted line the first great voyage of Columbus.

## GENERAL.

1. Name some of the chief newspapers of the United States.
2. What is the meaning of the abbreviation LL. D.?
3. What do you know of Samuel G. Howe?
4. What was the last book you read, and what do you think of it?
5. What is a caricature?
6. "George Ford *alias* John White:" what is the meaning of *alias*?
7. Describe a willow tree.
8. Name three poems and the authors of them.
9. Who was Vanderbilt?
10. What would you expect to find in a zoological garden?

NOTE.—In Spelling, one hundred words were selected from an article in a juvenile magazine.







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1820-14



MASSACHUSETTS

State Normal School

AT

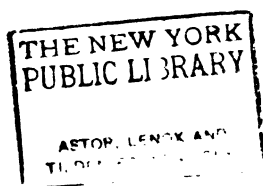
WORCESTER.

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CATALOGUE AND CIRCULAR.

1878.







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MASSACHUSETTS  
TATE NORMAL SCHOOL

AT  
WORCESTER.

CATALOGUE AND CIRCULAR.



FOURTH YEAR, 1878.

WORCESTER:  
PRINTED BY LUCIUS P. GODDARD, 425 MAIN STREET.  
1878.

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## TEACHERS.

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E. HARLOW RUSSELL, PRINCIPAL.

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Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows:

*Sphinx Riddles of Education*, by Hon. WILLIAM T. HARRIS, LL. D., of Saint Louis.

*Across the Continent*, by GARDINER G. HUBBARD, Esq., of Cambridge.

*Insects, their Structure, Habits, and Classification*, by FRANCIS G. SANBORN, Esq., of Andover.

*Choral Singing*, by Mrs. M. J. SUMNER, of the Worcester County Music School.

*The Discovery of the Satellites of Mars*, by Prof. J. R. EASTMAN, of the National Observatory, Washington.

*Liberty in School*, by Prof. E. A. SHELDON, of Oswego, N. Y.

---

ABRAM EVERETT, JANITOR.

## STUDENTS.

### RESIDENT GRADUATES.

NAMES.	RESIDENCES.
Carrie Maria Adams,	Worcester.
Lizzie Joanna Andrews,	Worcester.
Ella Agnes Casey,	Worcester.
Jennie Cora Clough,	Worcester.
Katie Agnes Coughlin,	Worcester.
Mabel Crane,	Blackstone.
Edna Currier,	Quinsigamond.
Anna Crosby Cutting,	Templeton.
Ellen Montgomery Fitts,	Worcester.
Mary Elizabeth Fitzgerald,	Worcester.
Ida Louise Gaskill,	Blackstone.
Gertrude Hawkins,	Fitchburg.
Anna Beatrice Hopkins,	Worcester.
Augusta Seaver Houghton,	Wilkinsonville.
Gertrude Mitchell King,	Nantucket.
Ella Jane Lyford,	Spencer.
Katie Ann McCarthy,	Worcester.
Armina Lillian Paul,	Worcester.
Minnie Willietta Sherman,	Worcester.
Anna Maud Smith,	Worcester.
Annie Teresa Timon,	Worcester.
Hannah Arabella Tucker,	Worcester.
Isabella Livingston Tullis,	Worcester.
Celia Eliza Whiteman,	LeRoy, N. Y.
Jennie Abbie Whitney.	Worcester.

## FIRST CLASS.

NAMES.	RESIDENCES.
Nettie Eliza Adams,	Fitchburg.
Elizabeth Estelle Bent,	South Gardner.
Addie Jane Booth,	Worcester.
Emma Frances Brown,	Worcester.
Lizzie Edwina Chapin,	Worcester.
Isabella Newton Eddy,	Leicester.
Katie Anna Follon,	Worcester.
Mary Abby Hayward,	Ashby.
Mary Elizabeth Houghton,	Worcester.
Addie Eliza Kendall,	Worcester.
Isabel Pemberton Morey,	West Brookfield.
Lilla Maria Rice,	Grafton.
Harriet Betsy Sargent,	South Gardner.
Carrie Angelicia Smith,	Worcester.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Millville.
Nellie Blake Webber,	Worcester.
Mary Alice Winter,	Northbridge Centre.

## SECOND CLASS.

Jennie Irene Adams,	Fitchburg.
Hattie Woodward Arnold,	Westborough.
Emma Buckley,	Worcester.
Stella Augusta Bullock,	Oxford.
Mary Etta Buxton,	Worcester.
Mary Rosalie Goddard,	Worcester.
Mary Emma Hastings,	Westborough.
Jennie Leonora Higgins,	Worcester.

NAMES.	RESIDENCES.
Effie Francis Kinne,	Plainfield, Conn.
Katie Agatha McLoughlin,	Worcester.
Katie Emery Newhall,	Bangor, Me.
Emma Miller Plimpton,	Whitinsville.
Hattie Stearns Putnam,	Worcester.
Sarah Elizabeth Rogers,	Worcester.
Abby Brewer Shute,	Auburn.
Adeline Estelle Sprague,	Worcester.
Marion Capitola Tucker,	Worcester.

## THIRD CLASS.

Cora Olympe Alton,	Worcester.
Eugene Bacon,	Framingham.
Mary Lizzie Chandler,	Worcester.
Mary Ella Clark,	Paxton.
Mary Louise Coolidge,	Amherst, N. H.
Mary Jennie Theo Cunningham,	Worcester.
Arthur Bigelow Dodge,	Worcester.
Bridget Doherty,	Worcester.
Nellie Elizabeth Dower,	Worcester.
Susan Drake,	Spencer.
Euphrasia Lees Dryden,	Worcester.
Maggie Agnes Flaherty,	Worcester.
Alice Josephine Fletcher,	Littleton.
Emma Lorette Giffin,	Templeton.
Estelle Louise Greenwood,	Grafton.
Etta Lorenda Hill,	West Upton.
Caroline Elizabeth Howe,	Paxton.
Dora Elizabeth Hunt,	Worcester.
Olive Hunt,	Worcester.
Cora Bullard Johnson,	Worcester.
Katie Elizabeth Kenney,	Worcester.

## STATE NORMAL SCHOOL

NAMES.	RESIDENCES.
Joanna Genevieve Lawler,	Worcester.
Harriet Lightbourn.	Worcester.
Ellen French Lindsay,	Grafton.
Henrietta Agnes Murray,	Worcester.
Anna Harriet Newton,	Paxton.
Edwin Thomas Painter,	Worcester.
Nellie Louisa Pierce,	Orange.
Katie Aloysia Redican,	Worcester.
Effie Medora Riley	Oakdale.
Mary Agnes Rourke,	Worcester.
Mary Abbie Sanborn,	West Baldwin, Me.
Rosa Isabelle Seavey,	Worcester.
Mary Teresa Sheedy,	Worcester.
Maude Mary Smith,	Grafton.
Jennie Melenda Sprout,	Worcester.
Nellie Louise Stone,	Holden.

## SUMMARY OF NUMBERS.

Number of Resident Graduates,	25
Number in the First Class,	18
Number in the Second Class,	17
Number in the Third Class,	37
Total,	97
Number of Graduates.	68

## GRADUATES.

NOTE. All the graduates have been examined and approved as teachers for the schools of Worcester, by the examining committee of the School Board of this city.

### FIRST CLASS.

JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball,	Upton.
Harriette Crook,	Valley Falls.
Ella Eudora Goddard,	Worcester.
Ella Jane Lyford,	Spencer.
Joseph Chauncey Lyford,	Spencer.
Marianna Newton,	Worcester.
Alice Vara Proctor,	Spencer.
Hannah Arabella Tucker,	North Brookfield.
Celia Eliza Whiteman,	LeRoy, N. Y.
Fanny Alberta Williams,	Worcester.

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### SECOND CLASS.

JANUARY, 1877.

Frances Maria Athy.	Worcester.
Effie Lillian Bennett.	Worcester.
Sarah Ann Boyd,	Cherry Valley.
Florence Emily Brown.	East Douglas.

NAMES.	RESIDENCES.
Harriet Abigail Brown,	East Douglas.
Mary Ellen Cecilia Carroll,	Worcester.
Jennie Lulliona Dearborn,	Worcester.
Clara Amelia Grout,	Worcester.
Milly Jane Hall,	Upton.
Gertrude Hawkins,	Fitchburg.
Augusta Seaver Houghton,	Wilkinsonville.
Annie Devereaux Johnson,	Worcester.
Helena Adelaide Marie Kalaher,	Worcester.
Gertrude Mitchell King,	Nantucket.
Margaret Jane McCann,	Worcester.
Mary Elizabeth Murphy,	Worcester.
Jeannette Maria Putnam,	Northbridge.

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## THIRD CLASS.

. JULY, 1877.

Carrie Maria Adams,	Worcester.
Emma Abbie Bigelow,	Holden.
Ida Frances Boyden,	Oakham.
Jenny Ellis Chandler,	Duxbury.
Bessie Alice Chase,	Worcester.
Josepha Percy Chase,	Worcester.
Katie Agnes Coughlin,	Worcester.
Mabel Crane,	Blackstone.
Mary Rebecca Doherty,	Worcester.
Eliza Ann Fairbanks,	Westborough.
Ellen Montgomery Fitts.	Worcester.
Mary Elizabeth Fitzgerald,	Worcester.
Ida Louise Gaskill,	Blackstone.
Ella Eudora Hall,	Worcester.
Mary Field Harrington,	Worcester.

*AT WORCESTER.*

11

NAMES.	RESIDENCES.
Anna Beatrice Hopkins,	Worcester.
Olive Rice Jenks,	Spencer.
Lucia Naomi Jennison,	East Templeton.
Mary Anne Kean,	Worcester.
Anna Maria Murray,	Worcester.
Katie Ann McCarthy,	Worcester.
Minnie Willietta Sherman,	Worcester.
Anna Maud Smith,	Worcester.
Hattie Urania Thwing,	Worcester.
Annie Teresa Timon,	Worcester.
Isabella Livingston Tullis,	Worcester.
Jennie Abbie Whitney,	Worcester.

[12]

## FOURTH CLASS.

JANUARY, 1878.

Lizzie Joanna Andrews,	Worcester.
Addie Jane Booth,	Worcester.
Ella Agnes Casey,	Worcester.
Lizzie Edwina Chapin,	Worcester.
Jennie Cora Clough,	Worcester.
Edna Currier,	Worcester.
Anna Crosby Cutting,	Templeton.
Katie Anna Follon,	Worcester.
Addie Eliza Kendall,	Worcester.
Armina Lillian Paul,	Worcester.
Lilla Maria Rice,	Grafton.
Fanny Louise Smythe,	Worcester.
Marietta Sykes,	Blackstone.
Mary Alice Winter,	Northbridge.

[14]



# CALENDAR.

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## FIFTH SCHOOL YEAR.

1878.

First term begins . . . Tuesday, September 10.

RECESS, THANKSGIVING WEEK.

1879.

First term ends . . . Tuesday, January 28.

VACATION, TWO WEEKS.

Second term begins . . . Tuesday, February 11.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . Wednesday, July 2.

VACATION, TEN WEEKS.

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## SPECIAL NOTICE.

Entrance examinations occur twice a year—at the beginning of term—and at no other time.

Exercises of Graduation occur once a year only, namely, on the last of the summer term, and are always open to the public.

# CIRCULAR OF INFORMATION.

## INTRODUCTORY.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school:

"By the terms of a Resolve which went into effect on the 25th day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors, a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of \$60,000 was made upon the condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of \$15,000. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871. And on the 19th day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village and country, for many miles around.

The exercises of dedication took place on Friday, September 11, 1874, and on the following Tuesday (Sept. 15th) the school was opened to pupils.

### DESIGN OF THE SCHOOL.

The single object for which the school is maintained is the preparation of teachers for our public schools.

None therefore are admitted who do not intend to teach, and only those are encouraged to remain who show intelligence, aptitude, and enthusiasm for the work.

### CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful observance of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this state or not, tuition is free; those intending to teach in other states, or in private schools, are required to pay in advance \$15 a term (\$30 a year) for tuition. A fee of \$2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the Principal must pay at the rate of \$15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches, viz: Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, History of the United States.

Express warning is given against trying to enter, in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the appendix.

The regular examination begins on the first day of each term, and applicants must be present at that time unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

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**COURSE OF STUDY.**

The Board of Education, by a vote passed January 9, 1866, prescribed the following course of study for the State Normal Schools:

"The time of the course extends through a period of two years, and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

**BRANCHES OF STUDY TO BE PURSUED.****FIRST TERM.**

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and Analysis of the English Language.

**SECOND TERM.**

1. Arithmetic, completed; Algebra, begun.
2. Geometry, completed; Geography and History, begun.
3. Physiology and Hygiene.
4. Grammar and Analysis, completed.
5. Lessons once or twice a week in Botany and Zoology.

**THIRD TERM.**

1. Algebra, completed; Book-keeping.
2. Geography and History, completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

**FOURTH TERM.**

1. Astronomy.
2. Mental and Moral Science, including the principles and art of reasoning.
3. Theory and art of teaching, including —
  - (1) Principles and Methods of Instruction.
  - (2) School Organization and Government.
  - (3) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

"In connection with the foregoing, constant and careful attention is to be given throughout the course to Drawing and Delineations on the black-board; Vocal Music; Spelling, with derivations and definitions; Reading, including analysis of sounds and vocal gymnastics; and Writing.

"The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

"General exercises in Composition, Gymnastics, Object Lessons, etc., to be conducted in such a manner and at such times as the Principal shall deem best.

"Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

"The order of the studies in the course may be varied in special cases, with the approval of the Visitors.

N. B. The mere enumeration of branches, as above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

### GRADUATES' COURSE.

Graduates of the regular course who desire further preparation, receive instruction in the higher mathematics, classical and modern languages, natural sciences, history, literature, and the philosophy of teaching. They may also have practice in teaching as substitutes in the city schools.

### THE PRACTICE OF TEACHING.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching constitute an important element in our course of training.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School, in their senior year, serve as assistants or apprentices to superior teachers in the public schools, and thus have real practice in the instruction and management of school children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

## GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the School in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

## HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:

- |                 |              |
|-----------------|--------------|
| 1. Weight.      | 5. Eyesight. |
| 2. Height.      | 6. Hearing.  |
| 3. Chest-girth. | 7. Appetite. |
| 4. Waist-girth. | 8. Sleep.    |

The following questions are also asked at the time of admission:

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.
2. Have you a tendency or liability to any particular form of disease; for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty-three per cent. of our students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:

Ample and frequent recesses are not only allowed but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken that, along with the admonitions against hurry, time enough be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room—one of the lightest and pleasantest in the building—is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading matter; and here any student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

#### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture, and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well arranged cabinets of the Lyceum and Natural History Association are open for inspection and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well endowed reference library, and of a circulating department which is generously supported. Connected with it are reading rooms supplied with upwards of 175 papers and periodicals. The use of this institution is free in all its departments, and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

#### RAILROAD FARES.

All the lines of railroad centering in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved, pecuniarily, by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

#### ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school, but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The Principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light and washing) to those now in attendance, who are away from home, has been ascertained to be about \$4.14 per week.

The necessary incidental or miscellaneous expenses have averaged about \$4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.



## STATE AID.

The Commonwealth has regularly appropriated the sum of eight hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

## INVITATION.

The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution and observe for themselves its daily working.

The School Committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school—especially designed, as it is, to aid them in their work of improving our public instruction—and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

## GIFTS.

A photograph of Guido's Aurora, from the Third Class of Graduates, July, 1877.

A photograph of the Colosseum at Rome, from the Fourth Class of Graduates, January, 1878.

A specimen of the fruit of the *Citrus Decumana*, from Capt. C. V. Parkhurst, East Templeton.

Interesting natural objects for the cabinet, from teachers and pupils.

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Communications may be addressed to the Principal, 184 Lincoln Street, or to

HON. HENRY CHAPIN,

*Chairman of the Board of Visitors, Worcester.*

## APPENDIX.

### QUESTIONS USED AT THE ENTRANCE EXAMINATION,

JULY, 1877.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School Committees, Teachers and others may receive copies of the examination questions regularly, by applying to the Principal.

### ARITHMETIC.

1. How many quires make a ream? How many degrees in a circumference? How many pounds in a barrel of flour? How many inches in a meter? What are the dimensions of a cord of wood?

2. Define *digit*, *currency*, *cube*, *bank discount*, *ratio*.

*Analyze the two following:*

3. The difference between  $5\frac{1}{6}$  of a number and  $3\frac{1}{8}$  of it is  $16\frac{1}{2}$ ; what is the number?

4. A man bought a number of sheep for \$240, and, 4 of them having died, he sold  $\frac{2}{3}$  of the remainder for what they cost, and received \$60. How many did he buy?

5. Write all the prime numbers between 125 and 150.

*Solve the two following by proportion:*

6. If 9 apples are worth 7 oranges, how many oranges can be bought for 144 apples?

7. If the interest of \$450 for 1 y. 3 m. 18 d. at 6 per cent. is \$35.10, what is the interest of \$600 for 7 4-5 months at 5 per cent.?

8. How many liters in 3 gals. 3 qts. 1 pt.?

9. A and B start from one corner of a rectangular park which is 224 rods long and 132 rods wide, A walking diagonally across it at the rate of 14 rods a minute, and B going around the sides at the rate of 20 rods a minute. Which will arrive at the opposite corner first, and how long must he wait for his companion?

10. Find the least common multiple of 5, 6, 24 and 27, and explain the work fully.

11. The greater of two bins is to the less as 4 to 3. The greater is 56 ft. long, 42 ft. wide, 18 ft. deep. What is one edge of a cubical bin which will contain as much as the other two together?

12. How many strokes does a clock strike in one day?

13. How much gold can be bought for \$15.51 in currency when the premium is 3 2-5 per cent. ?

14. How much must a dealer ask for a book which cost 50 cents, in order to abate 10 per cent. on the asking price, and still make 8 per cent. on the cost ?

15. Make and receipt a bill for the following items :

15,200 bricks at 16.50 a thousand ;

1,250 laths at 42 cents a hundred.

$$16. \frac{\frac{7}{8} \text{ of } 12\frac{1}{2}}{3-11} - \frac{1\frac{1}{2}}{1-\frac{1}{2}} = ?$$

$$\frac{\frac{1}{2}}{7\frac{1}{2}} \times 8\frac{3}{4} \quad \frac{1+3-5}{1-3-5}$$

17. Describe (without illustrating) how fractions are reduced to a common denominator.

18. Solve the problems which will be placed upon the blackboard.

### GEOGRAPHY.

1. Name the Central American States.

2. Bound the smallest of the United States.

3. Name and locate one city in each of the Grand Divisions of the earth.

4. Name a peninsula in the southern part of Russia, and the body of water into which it projects.

5. What rivers empty into the Sea of Aral ?

6. Name a city that has either no latitude or no longitude.

7. Either the latitude or the longitude of Paris is about 49°; which is it ?

8. Which is the larger, Lake Superior or the Caspian Sea ?

9. Draw a map of our Atlantic coast.

10. Give the boundaries of the Physical Zones.

11. In what direction must a vessel sail to be helped by the trade winds ?

12. What fact can be learned from knowing the difference in time of two places ?

13. Name and give the distance of the city in the United States farthest from Washington.

14. Name five of the United States crossed by the parallel of 40° North Latitude.

15. Draw a map of a state lying on the left bank of the Mississippi River and name it.

16. "In the dimmest north-east distance dawned Gibraltar, grand and gray."—*Browning*.

What is Gibraltar, and from what point of view must we suppose the above words spoken ?

17. The island of Ceylon is on the meridian of 80° East Longitude.

Make this meridian the eastern boundary of a hemisphere, draw and

name the western boundary, and then indicate, within this circle, the location of Worcester and of Jerusalem.

18. Lade a ship in China with three articles for exchange in New York; add something at the largest emporium on the way, and bring to New York, via Cape Horn. Name the port from which the vessel sailed, the stopping-place and the four articles brought.

### GRAMMAR.

1. Mention a noun with an irregular plural termination.
  2. What is the difference between *geniuses* and *genti*? *cows* and *kine*? *fish* and *fishes*?
  3. When will you use *couple*, in the plural? when *couples*? when *pair*? *pairs*?
  4. What part of speech is the type of the Subject? What other parts of speech may stand in its place?
  5. What part of speech is the type of the Predicate? How is the Predicate enlarged?
  6. What places may be occupied in the sentence by the Noun Clause?
  7. What idea is conveyed by the use of *shall* in the first person? *will* in the first? *shall* in the third? *will* in the third?
  8. Give the principal parts of the verbs *to steal* and *to steel*.
  9. In what respect does the Infinitive agree with the noun? In what respect do they differ?
  10. Mention words which are both Conjunctions and Adverbs. How can it be told whether a word is an Adverb or a Conjunction?
  11. "I know thee not; why *then* should I betray thee!"  
" 'Twas pity *though*."
- Are the italicized conjunctions co-ordinate or subordinate? What idea is expressed by *then*? by *though*?
12. "Let life be short, else shame will be too long."  
"Her style is a great deal better than anybody else's."
- What part of speech is *else* in each of the above sentences?
13. What parts of speech may *only* be? *as*? *but*?
  14. What is meant by difference of Voice? Why have Intransitive Verbs no Voice?
  15. "*As good* dissemble that thou mean'st,  
*As* first mean truth and *then* dissemble it."—*Marlowe*.  
Name the part of speech of each of the italicized words.
  16. Parse *that*.
  17. What is the difference in meaning of the two expressions, "three first," and "first three"? Which is generally preferred by grammarians?
  18. What is a *sentence*? What are its essential elements?
  19. Correct false syntax in following examples:  
There were a quantity of people present.  
The silk feels smoothly.  
Shakspeare is greater than any English poet.  
Who did you write to?

## HISTORY.

1. Who were the Mound builders?
2. State the two theories held with reference to the presence of the Indian in America.
3. State briefly the cause of each of the following wars: The French and Indian; the Algerine; the war of 1812; Mexican; war of the Rebellion.
4. Name four distinguished statesmen of the last forty years, giving the office or offices held by each under our government.
5. What changes were made in the political geography of America by the treaty of Paris, 1763? What in the political geography of the United States by that of 1783?
6. What was the political question of Washington's Administration? of John Quincy Adams's? the great event of Polk's? of Pierce's? of Lincoln's?
7. To what work on United States History would you refer to settle a disputed point?
8. Name a great American poet, living or dead; painter; scientist; historian; jurist.
9. What two dates in our history seem to you the most significant? why?
10. Draw a map of Kentucky and Tennessee, indicating the line of defences held by the Confederates at the beginning of 1862, and state the change in the relative position of the two armies, at the close of the same year.

## GENERAL.

1. Name five educational institutions of different kinds in Massachusetts.
2. What is the meaning of *insolvent*? of *intestate*?
3. How many hours of sunlight in the shortest day of the year?
4. Make a list of five books, as if for your own library.
5. Name three members of the President's Cabinet.
6. Who was king of England one hundred years ago?
7. Write a poetical quotation, and give the name of the author.
8. Mention one of the Waverley Novels, and give the name of the author.
9. Name five common birds.
10. Give, as nearly as you can, the average price of a good horse; a ton of coal; a barrel of flour; railroad fare per mile; an acre of good farming land in Massachusetts.

NOTE.—In Spelling, one hundred words were selected from an article in a juvenile magazine.





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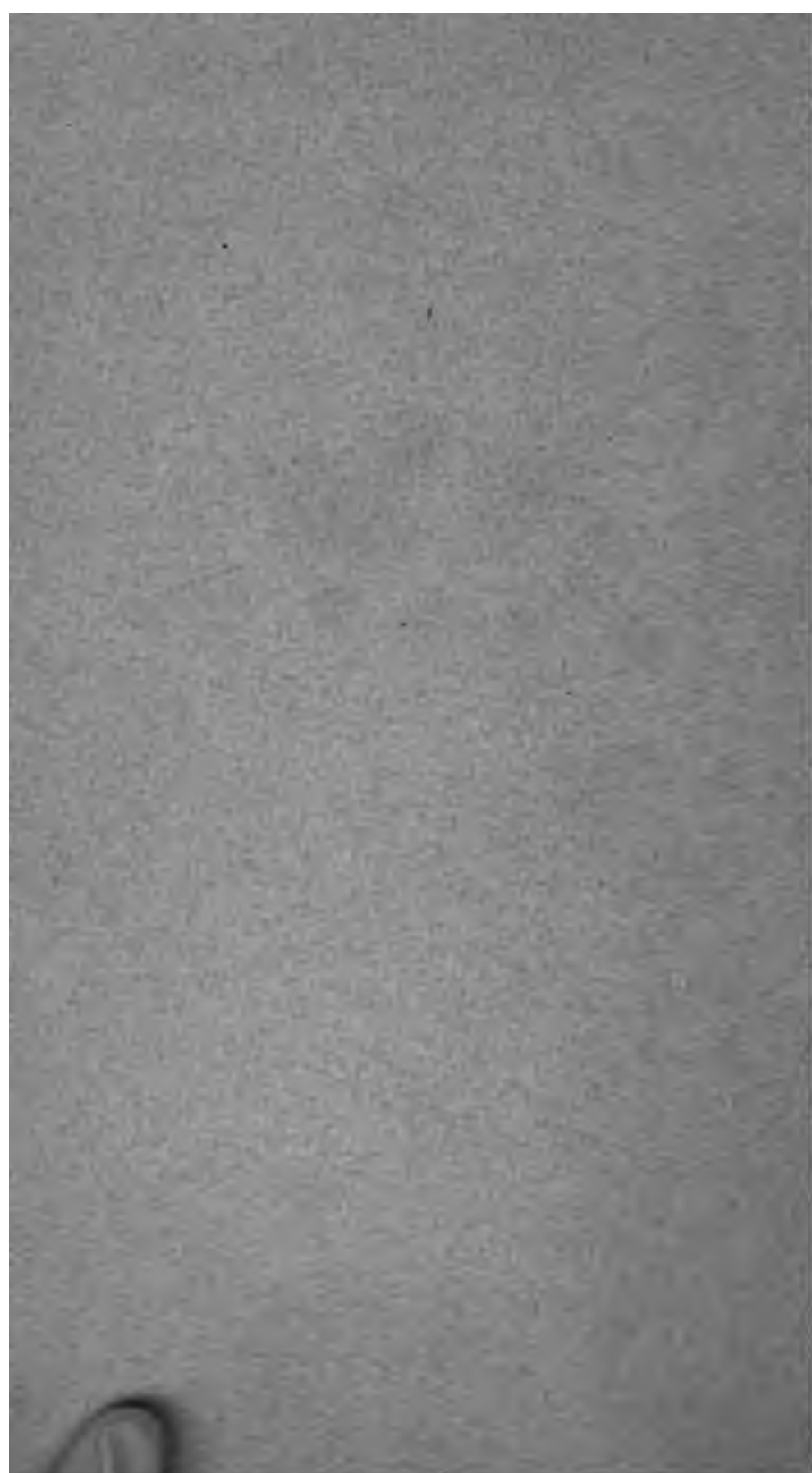
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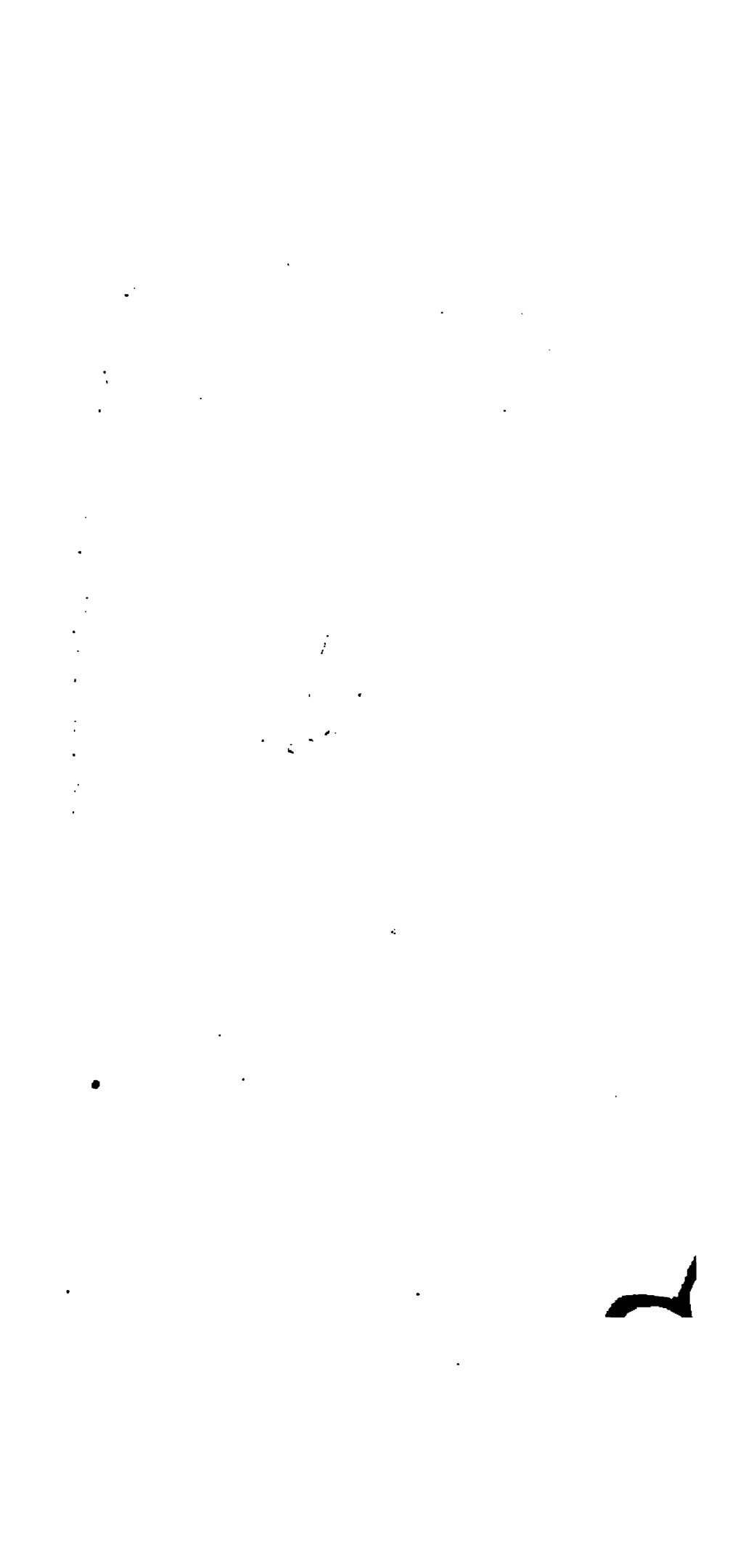
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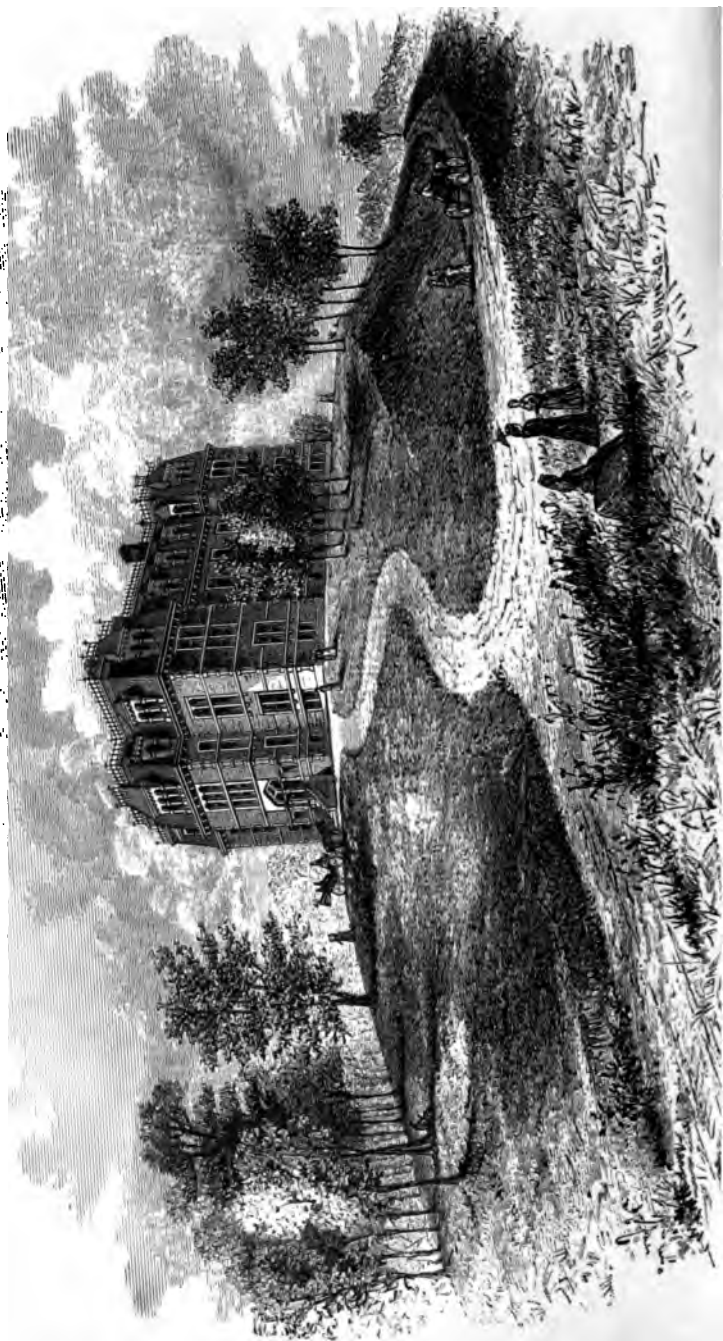


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Published by the State Normal School  
at the State Normal School  
1875



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MISS HELEN F. MARSH.

In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows:—

ANNIVERSARY ADDRESS, by Rev. THOMAS HILL, D.D., of Portland.

ARITHMETICAL ANALYSIS, by Mr. ELI A. HUBBARD, A.M., Agent of the State Board of Education.

SEWING IN THE BOSTON SCHOOLS, by Miss LUCRETIA P. HALE, late of the Boston School Committee.

SEWING IN THE WORCESTER SCHOOLS, by Mrs. SARAH B. EARLE, of the Worcester School Committee.

HISTORY AND LITERATURE, by Prof. WILLIAM P. ATKINSON, of the Massachusetts Institute of Technology.

INSECTS: THEIR STRUCTURE, HABITS, AND CLASSIFICATION, by FRANCIS G. SANBORN, Esq., of Andover.

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FIELD LESSON IN PLANTS, by Prof. THOS. E. N. EATON, of Worcester Free Institute.

FIELD LESSON IN BIRDS, by Mr. EDWARD H. FORBUSH, of Worcester.

CHORAL SINGING, by Mrs. MARION J. SUMNER, of the Worcester County Music School.

ABRAM EVERETT . . . . . JANITOR.



# STUDENTS.

## RESIDENT GRADUATES.

NAMES.	RESIDENCES.
Effie Lillian Bennett . . . . .	Worcester.
Sarah Ann Boyd . . . . .	Cherry Valley.
Emma Frances Brown . . . . .	Worcester.
Ella Agnes Casey . . . . .	Worcester.
Lizzie Edwina Chapin . . . . .	Worcester.
Jennie Cora Clough . . . . .	Worcester.
Ellen Montgomery Fitts . . . . .	Worcester.
Ida Louise Gaskill . . . . .	Blackstone.
Ella Eudora Goddard . . . . .	Worcester.
Mary Rosalie Goddard . . . . .	Worcester.
Clara Amelia Grout . . . . .	Worcester.
Mary Field Harrington . . . . .	Worcester.
Mary Elizabeth Houghton . . . . .	Worcester.
Lucia Naomi Jennison . . . . .	East Templeton.
Gertrude Mitchell King . . . . .	Nantucket.
Ella Jane Lyford . . . . .	Spencer.
Joseph Chauncey Lyford . . . . .	Spencer.
Armina Lillian Paul . . . . .	Worcester.
Minnie Willietta Sherman . . . . .	Worcester.
Anna Maud Smith . . . . .	Worcester.
Carrie Angelicia Smith . . . . .	Worcester.
Fanny Louise Smythe . . . . .	Worcester.
Hannah Arabella Tucker . . . . .	Worcester.
Marion Capitola Tucker . . . . .	Worcester.
Isabella Livingston Tullis . . . . .	Worcester.
Nellie Blake Webber . . . . .	Worcester.
Jennie Abbie Whitney . . . . .	Worcester.

## FIRST CLASS.

Cora Olympe Alton . . . . .	Worcester.
Eugene Bacon . . . . .	Framingham.
Mary Etta Buxton . . . . .	Worcester.
Mary Ella Clark . . . . .	Paxton.
Mary Jennie Theo Cunningham . . . . .	Worcester.
Susan Drake . . . . .	Spencer.

NAMES.	RESIDENCES.
Maggie Agnes Flaherty . . . . .	Worcester.
Emma Lorette Giffin . . . . .	Templeton.
Katie Elizabeth Kenney . . . . .	Worcester.
Harriet Lightbourn . . . . .	Worcester.
Ellen French Lindsay . . . . .	Grafton.
Henrietta Agnes Murray . . . . .	Worcester.
Anna Harriet Newton . . . . .	Paxton.
Edwin Thomas Painter . . . . .	Worcester.
Nellie Louisa Pierce . . . . .	Orange.
Emma Miller Plimpton . . . . .	Northbridge.
Mary Agnes Rourke . . . . .	Worcester.
Mary Abbie Sanborn . . . . .	West Baldwin, Me.
Rosa Isabelle Seavey . . . . .	Worcester.
Abby Brewer Shute . . . . .	Auburn.
Maude Mary Smith . . . . .	Grafton.

## SECOND CLASS.

[In compliance with a vote of the Board of Education, no class was admitted in February, 1878.]

## THIRD CLASS.

NAMES.	RESIDENCES.
Selma Petronella Ahlstrom . . . . .	Worcester.
Sarah Maria Averill . . . . .	Plainfield, Conn.
Cora Anna Baldwin . . . . .	Worcester.
Mary Elizabeth Barnard . . . . .	Worcester.
Mary Teresa Begley . . . . .	Charlton.
Julia Augusta Bigelow . . . . .	Worcester.
Mary Mead Bowen . . . . .	Worcester.
Sarah Maria Davis . . . . .	Webster.
Katie Ellen Dunn . . . . .	Fitchburg.
Daisy Alice Fairchild . . . . .	Worcester.
Hattie Grant Gates . . . . .	Worcester.
Emma Gertrude Goodwin . . . . .	Worcester.
Mary Gertrude Griggs . . . . .	Worcester.
Cynthia Maria Hawes . . . . .	Grafton.
Etta Lorenda Hill . . . . .	West Upton.
Mary Jennie Hills . . . . .	Fitchburg.
Caroline Elizabeth Howe . . . . .	Paxton.
Dora Elizabeth Hunt . . . . .	Worcester.
Mary Anne Kane . . . . .	North Brookfield.
Mabelle Eliza Knowlton . . . . .	Shrewsbury.
Mary Emily McCormick . . . . .	Worcester.
Frances Dolbell Martin . . . . .	Worcester.

NAMES.	RESIDENCES.
Alice Eliza Meriam . . . . .	Worcester.
Emma Sophronia Peirce . . . . .	Leicester.
Alice Baker Rice . . . . .	Hopkinton.
Anna Philena Smith . . . . .	Central Village, Conn.
Mary Alice Smith . . . . .	Worcester.
Marina Harwood Tucker . . . . .	North Brookfield.

## FOURTH CLASS.

Hattie Bond Andrews . . . . .	Worcester.
Eva Belle Beals . . . . .	Worcester.
Florence Bicknell . . . . .	Rowe.
Hannah Bond . . . . .	Millbury.
Idella Mahala Brewster . . . . .	Webster.
Olive Maria Butler . . . . .	Worcester.
Elida Maria Capen . . . . .	Worcester.
Alice Chapin . . . . .	Auburn.
Madge Helena Coughlin . . . . .	Worcester.
Rebecca Harlow Davie . . . . .	Worcester.
Emma Bryant Dudley . . . . .	Webster.
Abbie Calista Hale . . . . .	Hubbardston.
Mary Elizabeth Ham . . . . .	Pittsfield, N.H.
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Margaret Agnes Mahony . . . . .	Worcester.
Alice Caroline Mason . . . . .	Worcester.
Jessie Avery Morgan . . . . .	Oakham.
Catherine Teresa Nevins . . . . .	Nantucket.
Georgiana Maria Newton . . . . .	Worcester.
Bertha May Peckham . . . . .	Cordaville.
Alla Anna Proctor . . . . .	Westport, Mo.
Annie Carmeta Sargent . . . . .	Grafton.
Jennie Melenda Sprout . . . . .	Worcester.
Angenette Ethelinda Stone . . . . .	Worcester.
Ella Lillie Taft . . . . .	Worcester.
Jennie Matilda Tainter . . . . .	Worcester.
Mabel Burnside Tew . . . . .	Worcester.
Emma Frances Tilton . . . . .	Sandwich Centre, N.H.
Caroline Elizabeth Thompson . . . . .	Worcester.
Caroline Louise Houlton Thompson . . . . .	Worcester.
Mary Blanche Wheatly . . . . .	Worcester.

SUMMARY OF NUMBERS.

[illegible]

## GRADUATES.

NOTE.—All the graduates have been examined and approved as teachers for the schools Worcester, by the examining committee of the School Board of this city.

FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriette Crook . . . . .	<i>Valley Falls.</i>
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
Marianna Newton . . . . .	<i>Worcester.</i>
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>LeRoy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

SECOND CLASS, JANUARY, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Milly Jane Hall . . . . .	<i>Upton.</i>
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Mitchell King . . . . .	Nantucket.
Jane McCann . . . . .	Worcester.
Elizabeth Murphy . . . . .	Worcester.
Maria Putnam . . . . .	Northbridge.

## THIRD CLASS, JULY, 1877.

Maria Adams . . . . .	Worcester.
Abbie Bigelow . . . . .	Holden.
Mary Boyden . . . . .	Oakham.
Ellis Chandler . . . . .	Duxbury.
Ellice Chase . . . . .	Worcester.
Percy Chase . . . . .	Worcester.
Mary Coughlin . . . . .	Worcester.
Marjorie Crane . . . . .	Blackstone.
Marjorie Doherty . . . . .	Worcester.
Marjorie Fairbanks . . . . .	Westborough.
Montgomery Fitts . . . . .	Worcester.
Elizabeth Fitzgerald . . . . .	Worcester.
Mary Gaskill . . . . .	Blackstone.
Laura Hall . . . . .	Worcester.
John Harrington . . . . .	Worcester.
Marjorie Hopkins . . . . .	Worcester.
Mary Jenks . . . . .	Spencer.
Marjorie Jennison . . . . .	East Templeton.
Marjorie Kean . . . . .	Worcester.
Maria Murray . . . . .	Worcester.
John McCarthy . . . . .	Worcester.
Villietta Sherman . . . . .	Worcester.
John Smith . . . . .	Worcester.
Marjorie Thwing . . . . .	Worcester.
Mary Timon . . . . .	Worcester.
Livingston Tullis . . . . .	Worcester.
Abbie Whitney . . . . .	Worcester.

## FOURTH CLASS, JANUARY, 1878.

NAMES.	RESIDENCES.
Maria Andrews . . . . .	Worcester.
Marjorie Booth . . . . .	Worcester.
Mary Casey . . . . .	Worcester.
Edwina Chapin . . . . .	Worcester.
Laura Clough . . . . .	Worcester.
Marjorie . . . . .	Worcester.
Marjorie Cutting . . . . .	Templeton.



Katie Anna Follon . . . . .	Worcester.
Addie Eliza Kendall . . . . .	Worcester.
Armina Lillian Paul . . . . .	Worcester.
Lilla Maria Rice . . . . .	Grafton.
Fanny Louise Smythe . . . . .	Worcester.
Marietta Sykes . . . . .	Blackstone.
Mary Alice Winter . . . . .	Northbridge.

## FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams . . . . .	Fitchburg.
Elizabeth Estelle Bent . . . . .	South Gardner.
Emma Frances Brown . . . . .	Worcester.
Isabella Newton Eddy . . . . .	Leicester.
Mary Abby Hayward . . . . .	Ashby.
Mary Elizabeth Houghton . . . . .	Worcester.
Isabel Pemberton Morey . . . . .	West Brookfield.
Harriet Betsy Sargent . . . . .	South Gardner.
Carrie Angelicia Smith . . . . .	Worcester.
Nellie Blake Webber . . . . .	Worcester.

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	Fitchburg.
Hattie Woodward Arnold . . . . .	Westborough.
Emma Buckley . . . . .	Worcester.
Mary Rosalie Goddard . . . . .	Worcester.
Mary Emma Hastings . . . . .	Westborough.
Jennie Leonora Higgins . . . . .	Worcester.
Effie Francis Kinne . . . . .	Plainfield, Conn.
Katie Agatha McLoughlin . . . . .	Worcester.
Hattie Stearns Putnam . . . . .	Worcester.
Sarah Elizabeth Rogers . . . . .	Worcester.
Adeline Estelle Sprague . . . . .	Worcester.
Marion Capitola Tucker . . . . .	Worcester.

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	.
Number in the Second Class . . . . .	.
Number in the Third Class . . . . .	.
Number in the Fourth Class . . . . .	.
Number in the Fifth Class . . . . .	.
Number in the Sixth Class . . . . .	.
Total . . . . .	.

## MARRIAGES OF GRADUATES.

At Worcester, June 29, 1878, Harriette Crook, of the First Class, to Mr. Fred. Snider, of Northampton.

At Brooklyn, N.Y., May 21, 1879, Isabella Livingston Tullis, of the Third Class, to Mr. William A. Harding, jun., of Wooster, O.

At Lunenburg, June 12, 1879, Gertrude Hawkins, of the Second Class, to Mr. Charles F. Wilson, of Fitchburg.

## CALENDAR.

## SIXTH SCHOOL YEAR.

1879.

First term begins . . . . . Tuesday, Sept. 9.

RECESS, THANKSGIVING WEEK.

1880.

First term ends . . . . . Tuesday, Jan. 27.

VACATION, TWO WEEKS.

Second term begins . . . . . Tuesday, Feb. 10.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Wednesday, July 1.

VACATION, TEN WEEKS.

## SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

## CIRCULAR OF INFORMATION.

### INTRODUCTORY.

THE following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives, in outline, a history of the establishment of this school :—

“ By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the governor and council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the governor and council, Sept. 2, 1871; and, on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“ The tract of land located is upon Hospital Hill, in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874 ;

the following Tuesday (Sept. 15) the school was opened  
ls.

#### DESIGN OF THE SCHOOL.

single object for which the school is maintained is the preparation of teachers for our public schools.

Therefore, those who are admitted do not intend to teach; and those who are encouraged to remain who show intelligence, aptitude and enthusiasm for the work.

#### CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character; must have good health; must promise a faithful obedience of school regulations; and must declare in writing their intention to complete the prescribed course of study and training, and engage in teaching after graduation.

Those who intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those who intend to teach in other States, or in private schools, are required to pay in advance \$15 a term (\$30 a year) for tuition. A deposit of \$2 a term in advance is required of each pupil to meet incidental expenses.

Those who withdraw from the school without permission of the board must pay at the rate of \$15 a term for the tuition they received.

Candidates must show upon examination good capacity and good intelligence, and also fair attainments in the following subjects; viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

A serious warning is given against trying to enter, in the hope of making up "deficiency in any of these departments."

The scope and character of the examination are indicated by the "Instructions" printed in the Appendix.

The regular examination begins on the first day of each term; candidates must be present at that time, unless detained by illness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch will be brought each day, on account of the distance of the school from the centre of the city.

## COURSE OF STUDY.

The Board of Education, by a vote passed Jan. 9, 1866, prescribed the following course of study for the State Normal Schools:—

The time of the course extends through a period of two years, and divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

## BRANCHES OF STUDY TO BE PURSUED.

## FIRST TERM.

1. Arithmetic, oral and written, begun.
2. Geometry, begun.
3. Chemistry.
4. Grammar, and analysis of the English language.

## SECOND TERM.

1. Arithmetic, completed; algebra, begun.
2. Geometry, completed; geography and history, begun.
3. Physiology and hygiene.
4. Grammar and analysis, completed.
5. Lessons once or twice a week in botany and zoölogy.

## THIRD TERM.

1. Algebra, completed; bookkeeping.
2. Geography and history, completed.
3. Natural philosophy.
4. Rhetoric and English literature.
5. Lessons once or twice a week in mineralogy and geology.

## FOURTH TERM.

1. Astronomy.
2. Mental and moral science, including the principles and art of reasoning.
3. Theory and art of teaching, including:—
  - (1) Principles and methods of instruction.
  - (2) School organization and government.
  - (3) School laws of Massachusetts.
4. The civil polity of Massachusetts and the United States.

In connection with the foregoing, constant and careful attention to be given throughout the course to drawing and delineations on the

blackboard; vocal music; spelling, with derivations and definitions; reading, including analysis of sounds and vocal gymnastics; and writing.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

General exercises in composition, gymnastics, object lessons, &c., to be conducted in such a manner and at such times as the principal shall deem best.

Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board of Visitors shall direct, and also by the teachers and more advanced scholars.

The order of the studies in the course may be varied in special cases, with the approval of the Visitors.

N. B. The mere enumeration of branches, as given above, gives but an inadequate idea of what is actually done in the school. The thought of teaching is a more or less prominent accompaniment of all the pupil's learning. It influences the mode and character of most of the exercises, and imparts a tone and zest to the whole work, difficult to describe, but which determines whatever of distinctive character the Normal School possesses.

#### GRADUATES' COURSE.

Graduates of the regular elementary course who desire further preparation receive instruction in the higher mathematics, classical and modern languages, natural sciences, history, literature, and the philosophy of teaching. They may also have practice in teaching as substitutes in the city schools.

#### THE PRACTICE OF TEACHING.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching constitute an important element in our course of training.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School, in their senior year, serve as assistants or apprentices to superior teachers in the public schools, and thus have several weeks of real practice in the instruction and management of school-children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

#### GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time,

nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

#### HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable pre-requisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:—

- |                 |              |
|-----------------|--------------|
| 1. Weight.      | 5. Eyesight. |
| 2. Height.      | 6. Hearing.  |
| 3. Chest-girth. | 7. Appetite. |
| 4. Waist-girth. | 8. Sleep.    |

The following questions are also asked at the time of admission:—

1. Have you had serious or protracted illness within two years? If so, state, as fully as you choose, the particulars about it, and especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease,—for example, neuralgia, headache, or sore throat? If so, state, as fully as you choose, what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye, Dr. Lewis S. Dixon has been regularly consulted. More than twenty per cent of our students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn; to deal with living questions of hygiene, as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following:—

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with the admonitions against hurry, time enough be given, in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room—one of the lightest and pleasantest in the building—is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

#### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.



The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American history.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms, supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

#### RAILROAD FARES.

All the lines of railroad centring in Worcester will issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city if possible. Not much is saved, pecuniarily, by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

#### ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing), to those now in attendance who are away from home, has been ascertained to be about \$4.14 per week.

The necessary incidental or miscellaneous expenses have averaged about \$4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils; and, in making an estimate of expenses, it would probably be unsafe to go below the above figures.

## STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

## INVITATION.

The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution, and observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

## GIFTS.

A plaster cast, by Brucciani of London, of the bust of Julius Cæsar; from the fifth class of graduates, July, 1878.

A handsome copy of the "Report on the Trees and Shrubs of Massachusetts," 2 vols., colored plates; from the venerable author, Hon. George B. Emerson, LL.D., of Boston.

A copy of "Castle Blair," from Miss Isabel P. Morey, of the fifth class of graduates.

Walker's Map of Worcester, from Dr. Merrick Bemis.

Spooner's edition of Boydell's Illustrations of Shakspeare, 2 vols., with convenient adjustable table for holding the same; from James White, Esq.

A stuffed specimen of the Arctic Tern (*sterna macroura*), with

eggs of same, from Miss Gertrude M. King, of the second c  
of graduates.

Also various other interesting natural objects for the cabi  
from teachers and pupils.

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Communications may be addressed to the principal, 184 Lin  
Street, or to Hon. E. B. Stoddard, chairman of the Board of  
itors, Worcester.



## APPENDIX.

### QUESTIONS USED AT THE ENTRANCE EXAMINATION, SEPTEMBER, 1878.

These questions are printed merely to indicate, in a general way, to those who may be preparing to enter the school, something of the standard required for admission. The class admitted at the above date answered correctly an average of 63.5 per cent.

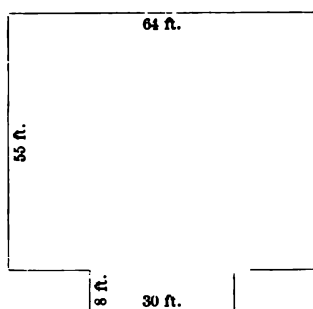
School committees, teachers, and others, may receive copies of the examination questions regularly, by applying to the principal.

#### ARITHMETIC.

NOTE. — All the paper used in solving problems must be handed in; the examiners wish to see every figure of the work. Decimals are to be carried to three places only.

- (a) Write the answers to the mental problems that will be given.
- (b) Add the ledger columns upon the blackboard.
2. If the metric system be adopted, what units will be used in the place of (a) the yard, (b) the mile, (c) the quart, (d) the pound, (e) the bushel?
3. Explain either of the following: —
  - (a) Reduce  $\frac{5}{8}$  to a decimal fraction.
  - (b) Find the interest of \$250 for 2 yrs. 4 mos. 24 ds. at six per cent.
4. Reduce  $[(\frac{7}{16} + \frac{3}{32}) \div \frac{2}{3}] \div 2.33\frac{1}{3}$  to a simple fraction.
5. On the 10th of September, 1877, A. Gilman borrows of J. Watson five hundred dollars at six per cent. On the 10th of the following February, he pays fifty dollars.
  - (a) Write the note, with the indorsement.
  - (b) How much money will pay the above debt to-day?

6. How many gallons of water will a cistern contain which ft. in diameter and 10 ft. deep?
7. Allowing that a person needs 10 cu. ft. of fresh air per minute, in what time would 100 persons vitiate the air in this room, which is 21 ft. high, and whose floor dimensions are indicated by the subjoined plan?



8. Explain how taxes are computed.
9. If 16 horses consume 84 bushels of grain in 24 days, how many bushels will 32 horses consume in 48 days? by proportion.

#### GEOGRAPHY.

1. Draw a rough map of Pennsylvania, and locate the following places thereon: Pittsburg, Harrisburg, Philadelphia, Erie City, Alleghany Mountains, Blue Mountains, Delaware River, Schuylkill River, Ohio River.
2. Name five important manufacturing cities of the United States, and state for what each is noted.
3. What States and large rivers are crossed in a journey from Worcester to Washington?
4. Where and how are icebergs formed, and what become of them?
5. Describe, and illustrate by a rough map, the currents of the Pacific Ocean.
6. Where is the cotton belt of the United States?
7. How many high tides in one day?
8. Define the following: geyser, isothermal line, meridian, river-basin, cumulus.
9. Why are the tropics placed  $23\frac{1}{2}^{\circ}$  from the equator?

## ENGLISH GRAMMAR.

1. Give examples of regular and of irregular plural forms.
2. Show how the subject may be expanded. The predicate.
3. Explain the difference between the following: —
  - (a) He found the road easily.
  - (b) He found the road easy.
4. (a) Do you determine the part of speech by form and definition, or by office and function?
  - (b) Write a sentence in which an adverb plays the part of an adjective.
  - (c) Write one in which a phrase or a clause stands for a noun.
5. What is an appositive? Give an example.
6. Explain and illustrate fully what you understand by gender.
7. (a) Write a sentence containing a verb in the passive voice.
  - (b) Change the voice of the verb without altering the meaning of the sentence.

"Fame is the spur that the clear spirit doth raise  
(That last infirmity of noble mind)  
To scorn delights and live laborious days;  
But the fair guerdon when we hope to find,  
And think to burst out into sudden blaze,  
Comes the blind Fury with the abhorred shears,  
And slits the thin-spun life." — *Milton*.

8. (a) Make a list of the subjects and their respective predicates in the above extract.
  - (b) Of the transitive verbs and their respective objects.
  - (c) To what is the parenthetical clause appositive?
  - (d) What does the adverbial clause introduced by *when* modify?
  - (e) Parse *that* in the first line.
9. Write the principal parts of the following verbs: —
  - (a) Flee.
  - (b) Fly.
  - (c) Flow.
  - (d) Fall.
  - (e) Fell.

## UNITED-STATES HISTORY.

1. What book relating to our history have you read or studied with most interest?
2. What period do you consider most fruitful of interest to children? Why?
3. Mention five events that seem to you peculiarly striking or significant.
4. Name five localities associated with stirring events in our history.
5. Write, in five separate columns, the facts indicated below in reference to our five principal wars: —
  - (1) Name of the war.
  - (2) Cause (very briefly).
  - (3) Approximate dates of beginning and end.
  - (4) Three eminent military leaders.
  - (5) Result (very briefly).
6. Explain why we often speak of England as the "mother country."
7. How much (approximately) has our population increased within the last century, and how do you account for the increase?
8. Explain what we mean by the suffrage.
9. Name two or three questions of public policy now occupying general attention.
10. State briefly the two sides of the tariff question.

## GENERAL.

1. What is a cyclopædia?
2. What is a "strike" among laborers?
3. Name three common insects injurious to vegetation.
4. Where does the money come from that supports a State Normal School, and upon what ground is it contributed?
5. What is "communism"?
6. What is a "regular" physician?
7. Do you know what makes Stanley, a living American, distinguished?
8. What literary men are now ministers to foreign courts?
9. Mention some signs of human progress during this century.
10. What is embezzlement?

## THE WORK OF OUR GRADUATES.

It is thought worth while to print here the following correspondence, which appeared in "The Worcester Daily Spy" for Feb. 20, 1879, as it answers questions frequently asked, and gives information of interest to the friends of the school and its graduates:—

WORCESTER, Feb. 17, 1879.

PROFESSOR E. H. RUSSELL, *Principal State Normal School, Worcester.*

*My dear Sir,*— You are probably aware that it is sometimes insinuated, and has even been asserted as a fact, that a large proportion of the graduates of normal schools do not teach at all, or teach only for a short time, and that they teach no better, on the whole, than those who have received no special training. It is proper that the public should know the facts of the case; and the purpose of this note is to ask you to be kind enough to supply me with such statistics as you may have at hand bearing upon the following points:—

1st, What proportion of your graduates teach in the public schools of the Commonwealth?

2d, What is the estimate of their success formed by those who employ them?

3d, How long do they continue in service?

Accurate answers are of course desirable; but, if you have no full data for such, then give, with what degree of fulness and definiteness you can, the facts in your possession.

Very truly yours,

E. B. STODDARD,

*Chairman of Board of Visitors of Normal School at Worcester.*

WORCESTER, Feb. 19, 1879.

HON. E. B. STODDARD, *Chairman Board of Visitors, &c.*

*My dear Sir,*— In answer to your note of inquiry in reference to the graduates of this school, I am glad to be able to furnish full and accurate information upon two, at least, of the three points you indicate. The bearing of such statistics as you ask for, upon a true estimate of the success or failure of schools maintained, as this is, for a specific purpose, has seemed to me so important that I have taken pains to follow, from the first, every step in the path of each graduate who has gone out from this institution, and to make careful record of all their successes and failures, so that there is always to be found upon our record-books a tolerably minute history of the teaching experience of every one of our graduates.



It should be borne in mind, that this school is as yet scarcely beyond its infancy, not having completed its fifth year, so that its records, however complete, cannot have the weight of those of older schools; but it is gratifying to know that the statistics of all our normal schools point in the same direction.

As to your first inquiry, "What proportion of your graduates teach," &c., —

Taking the three classes graduated prior to 1878, — the only ones that have been out of school long enough to furnish statistics of any value, — ninety-eight per cent of their members have taught school since graduating, and ninety-two per cent have taught in the public schools of Massachusetts.

Your next question is, "What is the estimate of their success formed by those who employ them?"

Re-election is, I believe, considered good evidence of approval; and our records show that ninety-seven per cent of all who have taught have been re-engaged by the same authorities that employed them at first. A second evidence of success, and one of no mean importance in these times, is increase of salary; and eighty-four per cent are known to have received such increase. In addition to this, circulars of inquiry have been sent to all persons having official charge of the schools taught by these graduates; and it appears from their written testimony that more than ninety per cent have already shown capacity and skill above the average, while a few are reported as displaying marked ability. They have had a wide experience, having served in every grade of school; in the rural districts, as well as in four of the largest cities of the State.

In regard to your third point, — length of service, — it is obvious that there has not been time enough for evidence of any value to be offered, as our first class was graduated in July, 1876. This may be said, however: That, of the graduates affording the above statistics, only two have quit teaching, — one on account of ill health, the other to be married.

With the hope that facts like the foregoing may, in the discussion of this question, come to take the place of loose expressions of mere opinion and feeling,

I remain, with great respect,

Yours truly,

E. H. RUSSELL.

#### DEATH OF JUDGE CHAPIN.

HON. HENRY CHAPIN, LL.D., chairman of the Board of Visitors of this school from its establishment, and ever one of its warmest and most judicious friends, died at his home in Worcester, on Sunday, the 13th of October, at the age of sixty-seven years.

At the next assembling of the school, the following expression of the sentiments of teachers and pupils was unanimously adopted:—

‘We, the teachers and students of the State Normal School at Worcester, desire to express our sense of the great loss sustained by the school in the death of Hon. Henry Chapin.

‘As chairman of the Board of Visitors of the State Board of Education, his relation to the school from the beginning has been so intimate and constant as to seem almost paternal.

‘Remembering his sympathy with the object for which the school is maintained, his sagacity and patience in dealing with the details of its organization and progress, and the genial and buoyant influence of his presence and his words,—realizing the value to the school of this rare and manifold service, we deeply feel the loss of a wise and steadfast friend.’







MASSACHUSETTS

# TATE NORMAL SCHOOL

AT WORCESTER.

1880-1881

## CATALOGUE AND CIRCULAR.

SIXTH YEAR, 1880.



BOSTON :

**Rand, Aberg, & Co.,** Printers to the Commonwealth,

117 FRANKLIN STREET.

1880.



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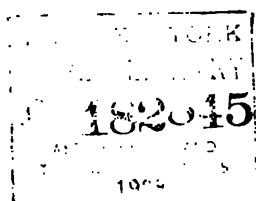
MASSACHUSETTS  
STATE NORMAL SCHOOL  
AT WORCESTER.

—...—  
CATALOGUE AND CIRCULAR.

SIXTH YEAR, 1880.



BOSTON :  
Rand, Aberg, & Co., Printers to the Commonwealth,  
117 FRANKLIN STREET.  
1880.



# STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

HIS EXCELLENCY, JOHN D. LONG, HINGHAM, *ex-officio*.

HIS HONOR, BYRON WESTON, DALTON, *ex-officio*.

REV. CHRISTOPHER C. HUSSEY . . . . .	BILLERICA.
Term expires 1882.	
REV. CHARLES B. RICE, A.M. . . . .	DANVERS.
Term expires 1883.	
HON. ELIJAH B. STODDARD, A.M. . . . .	WORCESTER.
Term expires 1884.	
REV. ALONZO A. MINER, D.D. . . . .	BOSTON.
Term expires 1885.	
CHARLES F. ADAMS, JUN., A.M. . . . .	QUINCY.
Term expires 1886.	
HON. HORATIO G. KNIGHT . . . . .	EASTHAMPTON.
Term expires 1886.	
REV. WILLIAM RICE, D.D. . . . .	SPRINGFIELD.
Term expires 1887.	
Mrs ABBY W. MAY . . . . .	BOSTON.
Term expires 1888.	

## OFFICERS OF THE BOARD OF EDUCATION.

HON. JOHN W. DICKINSON, A.M., <i>Secretary</i> . . . . .	NEWTONVILLE.
GEORGE A. WALTON, A.M., <i>Agent</i> . . . . .	NEWTON.
ELI A. HUBBARD, A.M., <i>Agent</i> . . . . .	SPRINGFIELD.
WALTER SMITH, <i>Director of Art Education</i> . . . . .	SOUTH BOSTON.
C. B. TILLINGHAST, <i>Asst. Secretary and Treasurer</i> . . . . .	BOSTON.

## BOARD OF VISITORS.

HON. E. B. STODDARD, A.M.
REV. WILLIAM RICE, D.D.
HON. JOHN W. DICKINSON, A.M.



## TEACHERS.

---

E. HARLOW RUSSELL, PRINCIPAL.

MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS JULIET PORTER.

HENRY W. BROWN.

MISS HELEN F. MARSH.

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In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

ANNIVERSARY ADDRESS, by Ex-Governor RICE, LL.D., of Boston.

SCHOOL GOVERNMENT, by Mr. ELI A. HUBBARD, A.M., Agent of the State Board of Education.

PENMANSHIP, by Mr. WILLIAM I. MARSHALL of Fitchburg.

WORDSWORTH, by SAMUEL THURBER, A.M., Principal of Worcester High School.

ON TEACHING, by Professor WILLIAM P. ATKINSON of the Massachusetts Institute of Technology.

COMMON TYPICAL INSECTS, by FRANCIS G. SANBORN, Esq., of Andover.

SINGING, by EDWARD S. NASON, Esq., of Worcester.

TENNYSON, by JAMES T. FIELDS, Esq., of Boston.

---

ABRAM EVERETT . . . . . JANITOR.



## STUDENTS

### PURSUIING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett . . . . .	Worcester.
Emma Frances Brown . . . . .	Worcester.
Emma Buckley . . . . .	Worcester.
Ella Agnes Casey . . . . .	Worcester.
Lizzie Edwina Chapin . . . . .	Worcester.
Jennie Cora Clough . . . . .	Worcester.
Ella Eudora Goddard . . . . .	Worcester.
Mary Rosalie Goddard . . . . .	Worcester.
Clara Amelia Grout . . . . .	Worcester.
Augusta Seaver Houghton . . . . .	Sutton.
Mary Elizabeth Houghton . . . . .	Worcester.
Katie Elizabeth Kenney . . . . .	Worcester.
Ella Jane Lyford . . . . .	Spencer.
Joseph Chauncey Lyford . . . . .	Spencer.
Margaret Jane McCann . . . . .	Worcester.
Edwin Thomas Painter . . . . .	Worcester.
Armina Lillian Paul . . . . .	Worcester.
Hannah Arabella Tucker . . . . .	Worcester.
Marion Capitola Tucker . . . . .	Worcester.
Nellie Blake Webber . . . . .	Worcester.

## UNDERGRADUATES.

### FIRST CLASS.

Sarah Maria Averill . . . . .	Plainfield, Conn.
Cora Anna Baldwin . . . . .	Worcester.
Mary Elizabeth Barnard . . . . .	Harvard.
Mary Mead Bowen . . . . .	Worcester.
Mary Etta Buxton . . . . .	Worcester.
Sarah Maria Davis . . . . .	Webster.
Daisy Alice Miranda Fairchild . . . . .	Worcester.
Hattie Grant Gates . . . . .	Worcester.
Mary Gertrude Griggs . . . . .	Worcester.
Etta Lorenda Hill . . . . .	West Upton.



NAMES.	RESIDENCE.
Caroline Elizabeth Howe . . . . .	<i>Paxton.</i>
Mary Anne Kane . . . . .	<i>North Brookfield.</i>
Harriet Lightbourn . . . . .	<i>Worcester.</i>
Alice Eliza Meriam . . . . .	<i>Worcester.</i>
Emma Sophronia Peirce . . . . .	<i>Leicester.</i>
Nellie Louisa Pierce . . . . .	<i>Chesterfield, N.H.</i>
Rosa Isabelle Seavey . . . . .	<i>Worcester.</i>
Anna Philena Smith . . . . .	<i>Central Village, Co.</i>
Maude Mary Smith . . . . .	<i>Grafton.</i>
Marina Harwood Tucker . . . . .	<i>North Brookfield.</i>

## SECOND CLASS.

Selma Petronella Ahlstrom . . . . .	<i>Worcester.</i>
Hattie Bond Andrews . . . . .	<i>Worcester.</i>
Mary Teresa Begley . . . . .	<i>Charlton.</i>
Florence Bicknell . . . . .	<i>Roxe.</i>
Julia Augusta Bigelow . . . . .	<i>Worcester.</i>
Olive Maria Butler . . . . .	<i>Worcester.</i>
Elida Maria Capen . . . . .	<i>Charlton.</i>
Rebecca Harlow Davie . . . . .	<i>Worcester.</i>
Cynthia Maria Hawes . . . . .	<i>Grafton.</i>
Mary Jennie Hills . . . . .	<i>Fitchburg.</i>
Anna Trask Kelley . . . . .	<i>Worcester.</i>
Mary Emily McCormick . . . . .	<i>Worcester.</i>
Frances Dolbell Martin . . . . .	<i>Worcester.</i>
Alice Caroline Mason . . . . .	<i>Worcester.</i>
Catherine Teresa Nevins . . . . .	<i>Nantucket.</i>
Georgiana Maria Newton . . . . .	<i>Worcester.</i>
Bertha May Peckham . . . . .	<i>Southborough.</i>
Mary Alice Smith . . . . .	<i>Worcester.</i>
Jennie Melenda Sprout . . . . .	<i>Worcester.</i>
Angenette Ethelinda Stone . . . . .	<i>Northbridge.</i>
Jennie Matilda Tainter . . . . .	<i>Worcester.</i>
Mabel Burnside Tew . . . . .	<i>Worcester.</i>
Mary Blanche Wheatly . . . . .	<i>Worcester.</i>

## THIRD CLASS.

Hattie Adeline Barker . . . . .	<i>Worcester.</i>
Abbie Ella Bemis . . . . .	<i>Brookfield.</i>
Alice Chapin . . . . .	<i>Auburn.</i>
Louis Richards Condry . . . . .	<i>Groton.</i>
Carrie Ella Cutting . . . . .	<i>Sterling.</i>
Wilton Herbert Desper . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Abbie Mitchell Dorr . . . . .	Southborough.
Mary Blake Dudley . . . . .	Worcester.
Edward Doolittle Fitch . . . . .	Worcester.
Ann Foskett . . . . .	Webster.
Emma Gertrude Goodwin . . . . .	Worcester.
Abbie Calista Hale . . . . .	Hubbardston.
Mercy Elizabeth Ham . . . . .	Pittsfield, N.H.
Hettie Lee Holman . . . . .	Leicester.
Lizzie Frances Jones . . . . .	Lunenburg.
Eliza Jane Keegan . . . . .	Shrewsbury.
Carrie Estelle Lyford . . . . .	Spencer.
Ida Marion McCambridge . . . . .	Worcester.
Edwin Scott Mathews . . . . .	Worcester.
Jessie Avery Morgan . . . . .	Oakham.
Grace Emily Pearl . . . . .	Southborough.
Mattie Emma Perkins . . . . .	Sterling.
Mary Ella Proctor . . . . .	Worcester.
Emma Frances Prouty . . . . .	Spencer.
Anna Bush Ranger . . . . .	Worcester.
Elizabeth Nettie Robinson . . . . .	Templeton.
Sarah Ellen Rycroft . . . . .	Millbury.
Annie Carmeta Sargent . . . . .	Grafton.
Sarah Lydia Sawyer . . . . .	Fitchburg.
Anna Theresa Smith . . . . .	Worcester.
Caroline Isabel Stone . . . . .	Auburn.
*Addie Irene Stowe . . . . .	North Brookfield.
Caroline Louise Houlton Thompson . . . . .	Worcester.
Anna Laura Wells . . . . .	Rouee.

## FOURTH CLASS.

Allena Sophia Amsden . . . . .	Worcester.
Harriet Almira Baker . . . . .	Phillipston.
Eva Belle Beals . . . . .	Worcester.
Anna Jane Calhoun . . . . .	Rutland.
Julia Ann Callahan . . . . .	Leicester.
Anna Theresa Cavanaugh . . . . .	Worcester.
Lizzie Jane Clark . . . . .	Worcester.
Eugenia Collins . . . . .	Gardiner, Me.
Mary Ellen Convery . . . . .	Worcester.
Josephine Eugenie Corey . . . . .	Worcester.
Emma Spaulding Cutting . . . . .	Templeton.
Adaline Otis Desoe . . . . .	Spencer.
Mary Elizabeth Devine . . . . .	Worcester.

\* Died March 28, 1880.

NAMES.	RESIDENCES.
Emma Maria Dingley . . . . .	<i>Gardiner, Me.</i>
Catharine Doyle . . . . .	<i>Worcester.</i>
Sarah Elizabeth Earley . . . . .	<i>Spencer.</i>
Mary Elizabeth Horgan . . . . .	<i>Worcester.</i>
Mary Eliza Jenks . . . . .	<i>Spencer.</i>
Mary Elizabeth Joyce . . . . .	<i>Worcester.</i>
Hannah Mary Kickham . . . . .	<i>Worcester.</i>
Alphousine Talon L'Esperance . . . . .	<i>Worcester.</i>
Mabel Loraine Livermore . . . . .	<i>Worcester.</i>
Jennie McCann . . . . .	<i>Worcester.</i>
Julia Ardelles Mann . . . . .	<i>Blackstone.</i>
Ada Elvera Mason . . . . .	<i>Northbridge.</i>
Mary Catherina Morrissey . . . . .	<i>Worcester.</i>
Alice Valentine Phelps . . . . .	<i>Worcester.</i>
Elizabeth Adeline Potter . . . . .	<i>Worcester.</i>
Sarah Leonora Prouty . . . . .	<i>Spencer.</i>
Anna Eliza Cossaboom Purdy . . . . .	<i>Sturbridge.</i>
Maggie Ella Quirk . . . . .	<i>Worcester.</i>
Annie Viola Rich . . . . .	<i>Charlton.</i>
Maude Robinson . . . . .	<i>Pittston, Me.</i>
Hattie Maria Ruggles . . . . .	<i>Worcester.</i>
Jeannie Elizabeth Sanderson . . . . .	<i>Worcester.</i>
Ada Dora Saunders . . . . .	<i>Worcester.</i>
Amy Hayden Stockbridge . . . . .	<i>Hanover.</i>
Anna Daniels Stowell . . . . .	<i>Worcester.</i>
Mary Florence Stratton . . . . .	<i>Millbury.</i>
Etta Theresa Whalen . . . . .	<i>Worcester.</i>
Cora Bell Whittemore . . . . .	<i>Holden.</i>
Almira Josephine Wilcox . . . . .	<i>Hubbardston.</i>
Grace Williams . . . . .	<i>Gardiner, Me.</i>

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	
Number in the Second Class . . . . .	
Number in the Third Class . . . . .	
Number in the Fourth Class . . . . .	
Number of undergraduates . . . . .	1
Number pursuing post-graduate studies . . . . .	
Whole number of students . . . . .	1

# CALENDAR.

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## SEVENTH SCHOOL YEAR.

1880.

First term begins . . . . . Thursday, Sept. 9.

RECESS, THANKSGIVING WEEK.

1881.

First term ends . . . . . Thursday, Jan. 27.

VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 10.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Thursday, June 30.

VACATION, TEN WEEKS.

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## SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

## CIRCULAR OF INFORMATION.

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### HISTORICAL.

THE following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school : —

“ By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic-Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“ The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive, and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

### DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows:—

“The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

“To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and, third, of right mental training.

“The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

### STUDIES.

#### TWO-YEARS' COURSE.

Arithmetic, Algebra, Geometry, Book-keeping.

Physics, Astronomy, Chemistry.

Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

Pennmanship, Drawing, Vocal Music, Gymnastics.

Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

#### FOUR-YEARS' COURSE.

“In addition to the studies named above, the Four-Years' Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

“Advanced Chemistry, Physics, and Botany.

“Drawing, English Literature, General History.

“Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

“The Visitors, at the request of the Principal, of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

“The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school.”

### THE PRACTICE OF TEACHING.

In addition to the work of the study and the class-room, systematic observation of schools, and actual practice in teaching, constitute an important element in our course of training.

By the generous co-operation of the school authorities of the city of Worcester, an arrangement has been made whereby pupils of the Normal School in their senior year serve as assistants or apprentices to superior teachers in the public schools, and thus have several weeks of real practice in the instruction and management of school-children, under the joint supervision of the city superintendent of schools and the faculty of the Normal School.

### CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free: those intending to teach in other States, or in private schools, are required to pay in advance \$15 a term (\$30 a year) for tuition. A fee of \$2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of \$15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches; viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch

should be brought each day, on account of the distance of the school from the centre of the city.

#### GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

#### HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other duty whatever. This often involves a sacrifice of present progress in study; but, unless we discredit the most emphatic teachings of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his or her habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing upon the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:—

- |                 |              |
|-----------------|--------------|
| 1. Weight.      | 5. Eyesight. |
| 2. Height.      | 6. Hearing.  |
| 3. Chest-girth. | 7. Appetite. |
| 4. Waist-girth. | 8. Sleep.    |

The following questions are also asked at the time of admission:—

1. Have you had serious or protracted illness within two years? If so, state as fully as you choose the particulars about it, and especially whether you have fully recovered.



2. Have you a tendency or liability to any particular form of disease, — for example, neuralgia, headache, or sore throat? If so, state as fully as you choose what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs the attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye Dr. Lewis S. Dixon has been regularly consulted. More than twenty per cent of our students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following :—

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with the admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find at the moment of need quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

#### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture ; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments ; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

#### RAILROAD FARES.

All the lines of railroad centring in Worcester will issue season-tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

#### ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school ; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about \$4.14 per week.

The necessary incidental or miscellaneous expenses have averaged about \$4.53 for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

#### STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

#### INVITATION.

The parents and friends of the pupils, and all who are interested in schools, are cordially invited to visit this institution, and observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school,—especially designed, as it is, to aid them in their work of improving our public instruction,—and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from nine o'clock to a quarter-past three, with an intermission of an hour at noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

#### GIFTS.

A life-size marble bust by Andrew O'Connor, of the late Hon. Henry Chapin, LL.D., from Mrs. Chapin.

A plaster cast of John Locke, from the sixth class of graduates, January, 1879.

A plaster cast of Pestalozzi, from the seventh class of graduates, July, 1879.

Also various other interesting natural objects for the cabinet, from teachers and pupils.

Communications may be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

## APPENDIX.

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### PART OF THE QUESTIONS USED AT THE ENTRANCE EXAMINATION, SEPTEMBER, 1879.

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These questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission. The class admitted at the above date answered correctly an average of seventy per cent.

School committees, teachers, and others may receive copies of the examination questions regularly, by applying to the principal.

#### ARITHMETIC.

1. Add 105 hundredths to 15 ten-thousandths, multiply the sum by 8 thousandths, and divide the product by 3 millionths.
2. If in any given case the divisor be multiplied by 3, and the dividend be divided by 4, what will be the effect upon the quotient?
3. If 6 men can do a given work in 8 days, how many days will 4 men require to do the same work? and how many men will be required to do it in 6 days? Write a full analysis.
4. In the reduction of fractions to lower terms, why do you divide the terms by a common measure of those terms?
5. In the reduction of common fractions to decimals, why do you annex ciphers to the numerator, and divide by the denominator?
6.  $\frac{3}{4}$  of  $\frac{2}{3}$  of a pint is what part of a gallon?
7. A rectangular lot is 250 meters long, 125 wide. It is to be divided into 6 equal lots with the least possible length of division fences. At  $12\frac{1}{2}$  cents per meter, what will be the cost of the division fences?
8. What is the interest of \$145.36 for 2 years, 3 months, 10 days, at 8 % rate?
9. I buy sugar for \$9.50 per 100 lbs. It wastes by drying and in weighing out 5 %. At what price per lb. must I sell it to make a clear profit of 10 %?

## GRAMMAR.

1. Illustrate and define *Sentence*.
2. What are the three parts of a sentence?
3. Define *Subject* of a sentence.
4. Define *Copula* of a sentence.
5. Define *Attribute* of a sentence.
6. Define *Predicate* of a sentence.
7. "No one knew how to use gold more effectually than Philip King of Macedon." Analyze the above sentence.
8. Parse the words, "one," "knew," "effectually," "king" and the phrase "of Macedon."
9. Define case and number of nouns; mood and number person of verbs.
10. Form the possessive case of *hero*, *ox*, *sky*, *Julius*, *science*.
11. Form the plural of the above words.
12. What is a primitive word?
13. What is a derivative word?
14. What is a compound word?
15. Write a short letter to the principal of this school, stating what schools you have attended, and for what purpose attend the Normal School.

## GEOGRAPHY.

1. What is the distance round the earth and through the center?
2. Define Rotation and Revolution.
3. Name the great natural divisions of land in the order of size.
4. Describe the surface of North America and its three natural regions.
5. Name the principal mountain-ranges in North America, give their direction.
6. Name two important rivers in each grand division, and body of water into which they flow.
7. Name four large fresh-water lakes in North America in order of their size.
8. Draw an outline map of Massachusetts.
9. Describe the surface of Massachusetts, and name some of its principal rivers.
10. Name and locate the cities of Massachusetts in the order of their size.

11. Name the most important city of New England, give the date of its settlement, and tell for what it is noted.
12. In what occupations are the people of Massachusetts principally engaged?
13. What is the latitude of Boston?
14. Bound Massachusetts, and name its counties, and state the number of population.
15. Give the shortest steamship route between Boston and Liverpool.

#### HISTORY.

1. Name four of the earliest discoverers of America, and state what regions they discovered.
2. Give an account of four of the earliest settlements in America.
3. What was the leading object of the settlers in establishing colonies in New England and Virginia?
4. What territory has been gained by annexation? What by purchase?
5. Give a brief account of the origin of the war of the Revolution.
6. Give a brief account of the origin of the Mexican war.
7. Give a brief account of the origin of the war of the Rebellion.
8. Who was the first President of the United States? and at what time did his administration commence?
9. At what time did the first Congress under the Constitution meet?
10. How is the Governor of this Commonwealth chosen? and for how long? and what are some of his powers?

## GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester, by the examining committee of the School Board of this city.

### FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriette Crook . . . . .	<i>Valley Falls.</i>
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
Marianna Newton . . . . .	<i>Worcester.</i>
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

### SECOND CLASS, JANUARY, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Milly Jane Hall . . . . .	<i>Upton.</i>
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
Jeanette Maria Putnam . . . . .	<i>Northbridge.</i>

### THIRD CLASS, JULY, 1877.

Carrie Maria Adams . . . . .	<i>Worcester.</i>
Emma Abbie Bigelow . . . . .	<i>Holden.</i>
Ida Frances Boyden . . . . .	<i>Oakham.</i>

NAMES.	RESIDENCES.
Jenny Ellis Chandler . . . . .	Duxbury.
Bessie Alice Chase . . . . .	Worcester.
Josepha Percy Chase . . . . .	Worcester.
Katie Agnes Coughlin . . . . .	Worcester.
Mabel Crane . . . . .	Blackstone.
Mary Rebecca Doherty . . . . .	Worcester.
Eliza Ann Fairbanks . . . . .	Westborough.
Ellen Montgomery Fitts . . . . .	Worcester.
Mary Elizabeth Fitzgerald . . . . .	Worcester.
Ida Louise Gaskill . . . . .	Blackstone.
Ella Eudora Hall . . . . .	Worcester.
Mary Field Harrington . . . . .	Worcester.
Anna Beatrice Hopkins . . . . .	Worcester.
Olive Rice Jenks . . . . .	Spencer.
Lucia Naomi Jennison . . . . .	East Templeton.
Mary Anne Kean . . . . .	Worcester.
Anna Maria Murray . . . . .	Worcester.
Katie Ann McCarthy . . . . .	Worcester.
Minnie Willietta Sherman . . . . .	Worcester.
Anna Maud Smith . . . . .	Worcester.
Hattie Urania Thwing . . . . .	Worcester.
Annie Teresa Timon . . . . .	Worcester.
Isabella Livingston Tullis . . . . .	Worcester.
Jennie Abbie Whitney . . . . .	Worcester.

## FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews . . . . .	Worcester.
Addie Jane Booth . . . . .	Worcester.
Ella Agnes Casey . . . . .	Worcester.
Lizzie Edwina Chapin . . . . .	Worcester.
Jennie Cora Clough . . . . .	Worcester.
Edna Currier . . . . .	Worcester.
Anna Crosby Cutting . . . . .	Templeton.
Katie Anna Follon . . . . .	Worcester.
Addie Eliza Kendall . . . . .	Worcester.
Armina Lillian Paul . . . . .	Worcester.
Lilla Maria Rice . . . . .	Grafton.
Fanny Louise Smythe . . . . .	Worcester.
Marietta Sykes . . . . .	Blackstone.
Mary Alice Winter . . . . .	Northbridge.

## FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams . . . . .	Fitchburg.
Elizabeth Estelle Bent . . . . .	South Gardner.
Emma Frances Brown . . . . .	Worcester.



NAMES.	RESIDENCES.
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsy Sargent . . . . .	<i>South Gardner.</i>
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Francis Kinne . . . . .	<i>Plainfield, Conn.</i>
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>Worcester.</i>

## SEVENTH CLASS, JULY, 1879.

Eugene Bacon . . . . .	<i>Framingham.</i>
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harrie Newton . . . . .	<i>Paxton.</i>
Edwin Thomas Painter, B.S. . . . .	<i>Worcester.</i>
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
<b>Total . . . . .</b>	<b>104</b>

## MARRIAGES OF GRADUATES.

At Worcester, June 29, 1878, Harriette Crook of the First Class to Mr. Fred Snider of Northampton.

At Brooklyn, N.Y., May 21, 1879, Isabella Livingston Tullis of the Third Class to Mr. William A. Harding, jun., of Wooster, O.

At Lunenburg, June 12, 1879, Gertrude Hawkins of the Second Class to Mr. Charles F. Wilson of Fitchburg.

At Springfield, July 5, 1879, Nettie E. Adams of the Fifth Class to Mr. Joseph C. Lyford of the First Class.

At Worcester, Sept. 21, 1879, Bessie A. Chase of the Third Class to Mr. Edmund P. Capron of Grafton.

At Minneapolis, Minn., Sept. 30, 1879, Fanny L. Smythe of the Fourth Class to Mr. John F. Keyes, B S., of Minneapolis.

At Worcester, Dec. 10, 1879, Annie D. Johnson of the Second Class to Mr. James Logan of Worcester.

At Woonsocket, R.I., June 2, 1880, Lizzie J. Andrews of the Fourth Class to Mr. J. Hastings White of Worcester.

At Worcester, June 10, 1880, Clara A. Grout of the Second Class to Mr. John W. Nichols of Leicester.

## THE WORK OF OUR GRADUATES.

It is thought worth while to print here the following extract relating to this school, from the last Annual Report of the Board of Education (January, 1880), as it answers questions frequently asked, and gives information of interest to the friends of the school and its graduates:—

“The school was established and is maintained for the sole purpose of furnishing our public schools with well qualified and acceptable teachers.

"The following facts will, perhaps, best answer the question whether it does this work:—

"*First*, Its graduates, without exception, are disposed to engage in teaching, and they readily find employment. Ninety-eight per cent of them become teachers, and more than ninety-five per cent teach in the public schools of Massachusetts.

"*Second*, Their success is such that more than ninety-five per cent of them are immediately re-engaged by the school committees that first employed them, and more than half at increased salaries; while it is to be added that the present supply of graduates is not equal to the definite and expressed demand for them.

"*Third*, The school is steadily growing in numbers, and there is marked improvement in previous preparation shown by those who apply for admission. Of the last entering class, fifty-five per cent were graduates of high schools."



★ MASSACHUSETTS

# STATE NORMAL SCHOOL

AT WORCESTER.

CATALOGUE AND CIRCULAR.

SEVENTH YEAR, 1881.

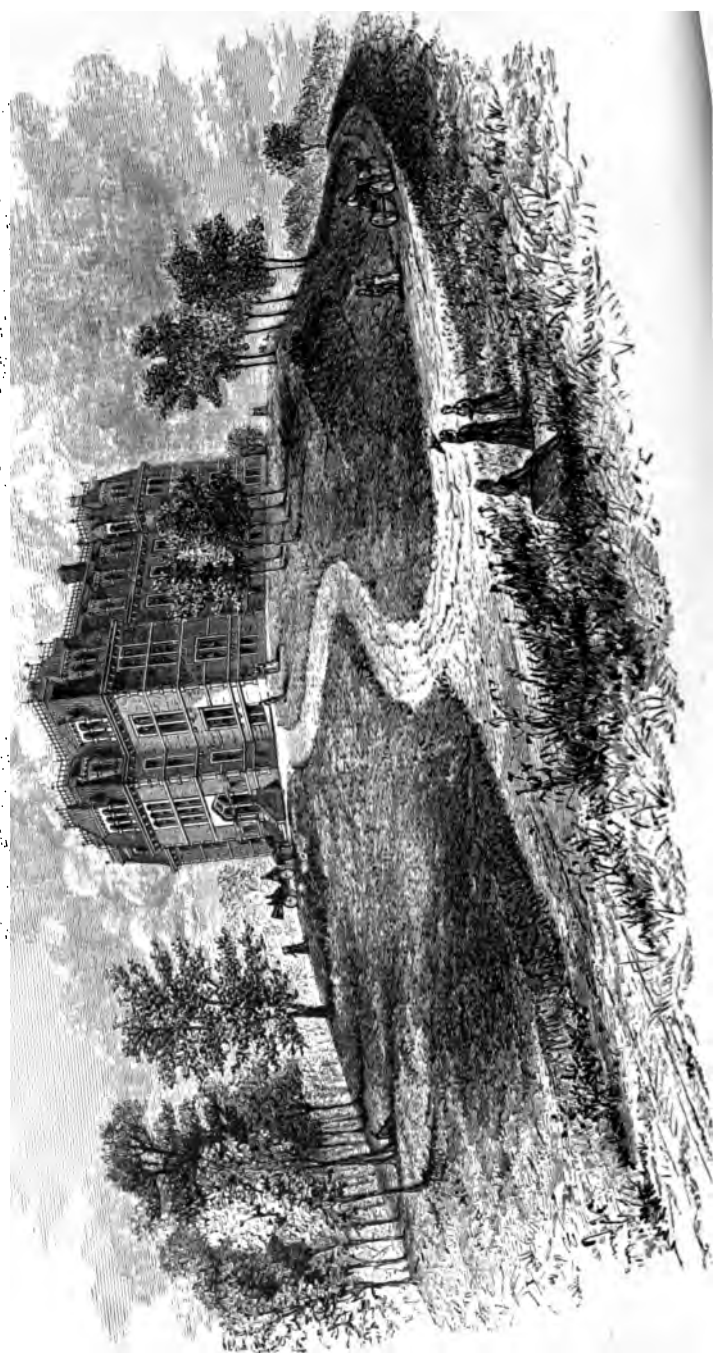


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STATE NORMAL SCHOOL

AND VOCATIONAL SCHOOLS

CATALOGUE AND CURRICULUM

SEVENTH YEAR, 1881.



BOSTON:

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1881.

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MASSACHUSETTS

# STATE NORMAL SCHOOL

AT WORCESTER.

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CATALOGUE AND CIRCULAR.

SEVENTH YEAR, 1881.



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Term expires May 25, 1888.	

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MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS JULIET PORTER.

HENRY W. BROWN.

MISS HELEN F. MARSH.

MRS. MARION J. SUMNER.

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In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

ANNIVERSARY ADDRESS, by Mrs. JULIA WARD HOWE of Boston.

READING AND KNOWING, by Mr. ELI A. HUBBARD of Springfield.

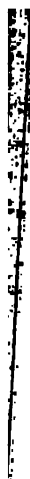
FRUGAL ECONOMY, by Professor WILLIAM P. ATKINSON of Boston.

READING IN THE PUBLIC SCHOOLS, by Professor WALTER SMITH of Boston.

HOW YOUNG CHILDREN KNOW, by Professor BENJAMIN F. TWEED of Boston.

---

ABRAM EVERETT . . . . . JANITOR.



## STUDENTS

### PURSUIING POST-GRADUATE STUDIES.

NAME.	RESIDENCES.
Lillian Bennett . . . . .	Worcester.
Corie Cora Clough . . . . .	Worcester.
Rosalie Goddard . . . . .	Worcester.
Francis Kinne . . . . .	Plainfield, Conn.
Edna Lyford . . . . .	Spencer.
Edna Arabella Tucker . . . . .	Worcester.

## UNDERGRADUATES.

.—Students whose names are marked with a have, besides passing through the course of study, served successfully for a half year as apprentices (see p. 14) in the schools of the city of Worcester.

### FIRST CLASS.

Edna Petronella Ahlstrom . . . . .	Worcester.
Edna Bond Andrews . . . . .	Worcester.
Edna Maria Butler . . . . .	Worcester.
Edna Maria Capen . . . . .	Charlton.
Edna Harlow Davie . . . . .	Worcester.
Edna Herbert Desper, B.S. . . . .	Worcester.
Edna Doolittle Fitch . . . . .	Worcester.
Edna Jennie Hills . . . . .	Fitchburg.
Edna Maria Hawes . . . . .	Grafton.
Edna Trask Kelley . . . . .	Worcester.
Edna Emily McCormick . . . . .	Worcester.
Edna Caroline Mason . . . . .	Worcester.
Edna Theresa Nevins . . . . .	Nantucket.
Edna Maria Newton . . . . .	Worcester.

NAMES.	RESIDENCES.
a Bertha May Peckham . . . . .	Southborough.
Elizabeth Nettie Robinson . . . . .	Templeton.
a Angenette Ethelinda Stone . . . . .	Northbridge.
a Jennie Matilda Tainter . . . . .	Worcester.
a Mary Blanche Wheatly . . . . .	Worcester.

## SECOND CLASS.

a Florence Bicknell . . . . .	Rowe.
a Alice Chapin . . . . .	Auburn.
Louis Richards Condry . . . . .	Groton.
Abbie Mitchell Dorr . . . . .	Southborough.
a Mary Blake Dudley . . . . .	Worcester.
a Emma Gertrude Goodwin . . . . .	Worcester.
Abbie Calista Hale . . . . .	Hubbardston.
a Hettie Lee Holman . . . . .	Leicester.
a Lizzie Frances Jones . . . . .	Lunenburg.
a Ida Marion McCambridge . . . . .	Worcester.
Edwin Scott Mathews, B.S. . . . .	Worcester.
Fransess Dolbell Martin . . . . .	Worcester.
Elizabeth Adelaide Potter . . . . .	Worcester.
a Mary Ella Proctor . . . . .	Worcester.
a Anna Bush Ranger . . . . .	Worcester.
Sarah Lydia Sawyer . . . . .	Fitchburg.
a Caroline Isabel Stone . . . . .	Auburn.
a Mabel Burnside Tew . . . . .	Worcester.
a Anna Laura Wells . . . . .	Rowe.

## APPRENTICES (see p. 14).

Allena Sophia Amsden . . . . .	Worcester.
Mary Theresa Begley . . . . .	Charlton.
Julia Ann Callahan . . . . .	Leicester.
Anna Theresa Cavanaugh . . . . .	Worcester.
Lizzie Jane Clark . . . . .	Worcester.
Emma Spaulding Cutting . . . . .	Templeton.
Ann Foskett . . . . .	Webster.
Mary Elizabeth Horgan . . . . .	Worcester.
Mary Eliza Jenks . . . . .	Spencer.
Hannah Mary Kickham . . . . .	Worcester.
Alphonsine Talon L'Esperance . . . . .	Worcester.
Julia Ardelle Mann . . . . .	Blackstone.
Mary Catharina Morrissey . . . . .	Worcester.
Grace Emily Pearl . . . . .	Southborough.

## NAMES.

## RESIDENCES.

Emma Perkins . . . . .	<i>Sterling.</i>
Iza Cossaboom Purdy . . . . .	<i>Sturbridge.</i>
Lariah Ruggles . . . . .	<i>Worcester.</i>
Len Rycroft . . . . .	<i>Millbury.</i>
Elizabeth Sanderson . . . . .	<i>Worcester.</i>
Armata Sargent . . . . .	<i>Grafton.</i>
Ala Saunders . . . . .	<i>Worcester.</i>
Theresa Smith . . . . .	<i>Worcester.</i>
Samuel Stowell . . . . .	<i>Worcester.</i>
Orance Stratton . . . . .	<i>Millbury.</i>
Theresa Whalen . . . . .	<i>Worcester.</i>
Josephine Wilcox . . . . .	<i>Hubbardston.</i>

## THIRD CLASS.

Dowse Adams . . . . .	<i>Worcester.</i>
Almira Baker . . . . .	<i>Phillipston.</i>
Edna Beals . . . . .	<i>Worcester.</i>
Laria Blenus . . . . .	<i>Worcester.</i>
Luise Blenus . . . . .	<i>Worcester.</i>
Chauncey Brown . . . . .	<i>Fitchburg.</i>
Burns Burgess . . . . .	<i>Clinton.</i>
William Butler . . . . .	<i>Worcester.</i>
Frances Clark . . . . .	<i>Faxton.</i>
Annie Colton . . . . .	<i>Oxford.</i>
Len Convery . . . . .	<i>Worcester.</i>
Gertrude Daley . . . . .	<i>Worcester.</i>
Otis Desoe . . . . .	<i>Spencer.</i>
Laria Dingley . . . . .	<i>Gardiner, Me.</i>
Edna Doyle . . . . .	<i>Worcester.</i>
Lincoln Fletcher . . . . .	<i>Littleton.</i>
Elizabeth Joyce . . . . .	<i>Worcester.</i>
Oraine Livermore . . . . .	<i>Worcester.</i>
Mary McGillicuddy . . . . .	<i>Worcester.</i>
Era Mason . . . . .	<i>Northbridge.</i>
Fitchell Perrin . . . . .	<i>Westborough.</i>
Leontine Phelps . . . . .	<i>Worcester.</i>
Alfred . . . . .	<i>Worcester.</i>
Aloysius Quinland, A.B. . . . .	<i>Worcester.</i>
Abbie Robbins . . . . .	<i>Worcester.</i>
Lia Smith . . . . .	<i>Worcester.</i>
Lyden Stockbridge . . . . .	<i>Hanover.</i>
Lissa Thayer . . . . .	<i>Worcester.</i>
Arpenter Williams . . . . .	<i>Gardiner, Me.</i>



NAMES.	FOURTH CLASS.	RESIDENCES.
Agnes Theresa Briden . . . . .		Worcester.
Mary Louisa Burroughs . . . . .		Bozborough.
Minnie Ann Burgess Chase . . . . .		Worcester.
Minnie Jennie Condy . . . . .		Worcester.
Mary Ann Connor . . . . .		Spencer.
Annie Maria Dean . . . . .		Worcester.
Sarah Elsie Drury . . . . .		Spencer.
Ellen Theresa Dyer . . . . .		Worcester.
Elizabeth Philomena Elwood . . . . .		Worcester.
Ella Maria Fitzgerald . . . . .		Worcester.
Anna Gertrude Foley . . . . .		Worcester.
Mary Louise Gafney . . . . .		Worcester.
Jennie May Hall . . . . .		Worcester.
Mary Jennie Hart . . . . .		Worcester.
Susan Rhoda Hartwell . . . . .		Oxford.
Mary McCann . . . . .		Clinton.
Hattie Althea Merritt . . . . .		Worcester.
Mary Scott Murray . . . . .		Worcester.
Jessie Moore Nichols . . . . .		Auburn.
Fannie Rebecca Pierce . . . . .		Worcester.
Edith Marietta Rolston . . . . .		Worcester.
Estella Virginia Rolston . . . . .		Worcester.
Mary Gertrude Smith . . . . .		Worcester.
Agnes Rose Stewart . . . . .		Worcester.
Abbie Josephine Taft . . . . .		Worcester.
Elizabeth Pickering Thompson . . . . .		Durham, N.H.
Mary Frances Timon . . . . .		Worcester.
Octavia Howard Vaughan . . . . .		Worcester.
Hattie Louisa White . . . . .		Boylston.
Maggie Osgood Whitney . . . . .		Worcester.
Lillie Blanche Wood . . . . .		Worcester.
Laura Lenette Wright . . . . .		Worcester.

## SPECIAL STUDENTS.

Mercy Elizabeth Ham . . . . .	Pittsfield, N.H.
Francis Patrick McKeon, A. B. . . . .	Worcester.
Richard Henry Mooney, A. M. . . . .	Worcester.

## SUMMARY OF NUMBERS.

Number pursuing post-graduate studies . . . . .	6
Number in the First Class . . . . .	19
Number in the Second Class . . . . .	19
Number of Apprentices . . . . .	26
Number in the Third Class . . . . .	29
Number in the Fourth Class . . . . .	32
Number of Special Students . . . . .	3
<hr/>	
Whole number during the year . . . . .	134

## CALENDAR.

## EIGHTH SCHOOL YEAR.

1881.

First term begins . . . . . Thursday, Sept. 8.

RECESS, THANKSGIVING WEEK.

1882.

First term ends . . . . . Thursday, Jan. 26.

VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 9.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Thursday, June 29.

VACATION, TEN WEEKS.

## SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

## CIRCULAR OF INFORMATION.

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### HISTORICAL.

THE following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school:—

“By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic-Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

## DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows : —

“ The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching the public schools of the Commonwealth.

“ To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and, third, of right mental training.

“ The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

## “ STUDIES.

## “ TWO-YEARS’ COURSE.

“ Arithmetic, Algebra, Geometry, Book-keeping.

“ Physics, Astronomy, Chemistry.

“ Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“ Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“ Penmanship, Drawing, Vocal Music, Gymnastics.

“ Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“ Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

## “ FOUR-YEARS’ COURSE.

“ In addition to the studies named above, the Four-Years’ Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

“ Advanced Chemistry, Physics, and Botany.

“ Drawing, English Literature, General History.

“ Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

“ The Visitors, at the request of the Principal, of the Worcester School may have authority to substitute German for French, as they think the interests of the school from time to time demand.

“ The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school.”

## APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools, and actual practice in teaching, the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school "apprenticeship" is this: The student, after one year at the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of a school; to take part in the instruction, management, and general work of teaching, under the direction of the teacher; and to act as substitute for the teacher for an hour, a half day, or more, at the discretion of the latter and with the approval of the city superintendent. One student only at a time is assigned to assist a teacher; but each student serves in at least two grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship the student resumes his course at the Normal School, spending another year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School where they are employed, not in the ordinary study and work of the institution, but in the following manner: —

They hold such consultation with the teachers of the schools to which they are assigned, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts from their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline, and the like, — keeping in mind always the private character of the life of the schoolroom, and under special warning against statements that might seem objectionable.

Each apprentice keeps a diary of the occupation and expenditure of every day's service, and this record is inspected by the superintendent of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire, cannot be determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed, and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form:—

## [STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of.....

Grade.....,.....Street School.

Time, from.....to.....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature].....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results, that the School Board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student: it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

### CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance \$15 a term (\$30 a year) for tuition. A fee of \$2 a term in advance is required of each pupil to meet incidental expenses.

Pupils who withdraw from the school without permission of the principal must pay at the rate of \$15 a term for the tuition they have received.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination will continue through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

### GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. They are cordially met, and treated with confidence from the first. At the same time, nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.



## HEALTH.

Recognizing the physical integrity and well-being of our pupils as an indispensable prerequisite to their success, either as scholars or teachers, we postpone the care of their health to no other consideration whatever. This often involves a sacrifice of present progress for study; but, unless we discredit the most emphatic teaching of those best qualified to judge, it is the part of wisdom.

Our aim is, first, to instruct the students in the care of their health; and, secondly, to make it easy for them to put such instruction into practice.

To this end we try, first, to gain a knowledge of every pupil's actual state of health; secondly, to regulate and temper his habits accordingly; and, thirdly, to watch the results. We endeavor to ascertain, with due delicacy, the facts bearing on the following points, with reference to all students, not only at their admission to the school, but from time to time throughout their course:—

- |                 |              |
|-----------------|--------------|
| 1. Weight.      | 5. Eyesight. |
| 2. Height.      | 6. Hearing.  |
| 3. Chest-girth. | 7. Appetite. |
| 4. Waist-girth. | 8. Sleep.    |

The following questions are also asked at the time of admission:—

1. Have you had serious or protracted illness within two years? If so, state as fully as you choose the particulars about it, especially whether you have fully recovered.

2. Have you a tendency or liability to any particular form of disease,—for example, neuralgia, headache, or sore throat? If so, state as fully as you choose what the disease is, and what you do to avoid it.

3. What is the name and address of the physician usually employed in your family?

If a state of health is at any time discovered that needs attention of a physician, the pupil is required to consult one without delay. In abnormal conditions of the eye Dr. Lewis S. Dix has been regularly consulted. More than twenty per cent of students have required his services at the time of entering school.

Considerably more time is allowed for the study of physiology

than is usual in schools of this class, and much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

The evil effects of hurry and worry are made apparent, and are guarded against in many ways, chiefly the following :—

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, as at home, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with the admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find at the moment of need quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

#### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library, however, is the one which is most used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

#### RAILROAD FARES.

All the lines of railroad centring in Worcester will issue season-tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at some disadvantage.

#### ACCOMMODATIONS AND EXPENSES.

There is at present no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages are believed to represent strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

#### STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

State also gives the use of all the text-books required in use, as well as free access to an ample and well-selected reference and general literature.

#### INVITATION.

Parents and friends of the pupils, and all who are interested in the school, are cordially invited to visit this institution, and observe its daily working.

School committees of the neighboring towns are particularly earnestly urged to make themselves acquainted with this — especially designed, as it is, to aid them in their work in improving our public instruction, — and to introduce to its pages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days sessions are from a quarter-past nine o'clock to half-past three, with intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

#### ACKNOWLEDGMENTS.

A collection of dried leaves, handsomely mounted, embracing nearly a hundred and twenty species, has recently been given to the school by Mr. Joseph Jackson, jun., A.M., Principal of the Worcester High School.

Students and teachers have enjoyed, by special invitation

Mr. Knowles, an interesting and profitable visit to the private collection of Hon. Lucius J. Knowles of Worcester.

Mr. W. P. Atkinson of Boston has kindly offered to the school the loan of about forty volumes of valuable pedagogical works from his library.

#### COMMUNICATIONS

Communications should be addressed to the Principal, 184 Lincoln Street, or to Hon. J. W. Toddard, chairman of the Board of Visitors, Worcester.

## APPENDIX.

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### PART OF THE QUESTIONS USED AT THE ENTRANCE EXAMINATION, FEBRUARY, 1881.

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THESE questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the Principal.

#### ARITHMETIC.

- (a) How long since you have studied this branch?
  - (b) What text-books have you used in this branch?
1. The product of two factors is .0625. One of the factors is 1.25: what is the other?
  2. How many pounds of gold equal in weight 12 pounds of lead?
  3. Find the cost of laying  $\frac{1}{2}$  mile of sidewalk at \$.62 $\frac{1}{2}$  per linear foot.
  4. What is the difference in square feet between 25 feet square and 25 square feet?
  5. What will it cost to dig a cellar 40 feet long, 36 feet wide, and six feet deep, at 25 cents a cubic yard?
  6.  $\frac{1}{8}$  of a dollar is what part of 37 $\frac{1}{2}$  cents?
  7. What is  $\frac{1}{8}$  of  $\frac{3}{8}$  expressed decimally?
  8. How many thirds in  $\frac{3}{2}$ ?
  9. If  $\frac{5}{8}$  of a basket of peaches cost  $\frac{5}{8}$  of a dollar, what will 48 baskets cost?
  10. A farm sold for  $\frac{4}{5}$  of its cost. What part of the selling price was the loss?
  11. One-third is  $\frac{1}{2}$  per cent of what number?
  12. Paid \$2 for 3 pounds of tea, and sold 2 pounds for \$3. What was the per cent profit?

13. Write a promissory note ; an order.
14. How many days from Jan. 5, 1879, to May 3, 1880?
15. What is the interest of \$600 for 1 year, 1 month, and 20 days, at 5 per cent per annum?
16. What are the proceeds of a note for \$500 due in 6 months if discounted at a bank at 6 per cent a year?
17. What is the square root of  $30\frac{1}{4}$ ?
18. Divide 24 into two parts in the ratio of  $\frac{2}{3}$  to  $\frac{1}{4}$ .

## GRAMMAR.

- (a) How long since you have studied this branch?
- (b) What text-books have you used in this branch?

1. Illustrate and define a sentence.
2. Illustrate and define the three essential parts of a sentence.
3. Write a complex sentence ; a compound sentence.
4. "Between broad fields of wheat and corn,  
Is the lowly home where I was born."

Analyze the above sentence.

5. Parse the words, "*corn*," "*is*," "*where*," "*I*."
6. Define case and number of pronouns.
7. Define person and number of verbs.
8. Form the plural of *turkey*, *armful*, *footman*, *sheep*.
9. Form the possessive case of *tyro*, *fox*, *baby*, *flowers*.
10. Write the synopsis of the verb *do*, using the subject *he*.
11. Supply the correct form of the personal pronoun, first person, singular number, in the following sentences : This is between you and —. He knew it was —. He took it to be —. Please let John and — go.
12. What verbs have the passive voice, and how is it formed?
13. What is a primitive word?
14. What is a derivative word?
15. Write a short letter to the principal of this school, stating for what purpose you attend a Normal School.

## GEOGRAPHY.

- (a) How long since you have studied this branch?
- (b) What text-books have you used in this branch?

1. What two motions has the earth, and what does each motion cause?
2. Bound the five zones by parallels.
3. What is the width of the Torrid Zone?
4. Why are the days and nights unequal in this latitude?
5. What points on the earth have no latitude? What points have no longitude?
6. Name the great natural divisions of land in the order of their size.
7. Name in order the oceans which border the Western Continent.
8. Describe the surface of the United States, and its three natural divisions.
9. Name the principal tributaries of the Mississippi River in order.
10. Bound New England.
11. Bound Massachusetts, and give its area.
12. Name the counties of Massachusetts, and the cities in each county.
13. Why is Boston the capital of Massachusetts? When does the Legislature of Massachusetts meet?
14. Which is the most important crop in the United States? In which States is it chiefly produced?
15. Name the principal islands of the West Indies.
16. Which are the most important fruits of the Temperate Zones? Of the Torrid Zone?
17. What form of government has Great Britain? France? Germany? Brazil?
18. What is the Gulf Stream?

#### HISTORY.

- (a) How long since you have studied this branch?
- (b) What text-books have you used in this branch?
1. How many and what nations took an active part in exploring North America?
2. Name the first permanent settlement made by each nation.
3. Give a brief account of the Pilgrim Fathers.
4. State the provisions made for education in the Massachusetts colonies.

5. What was the Declaration of Independence? Where and under what circumstances was it issued?
6. Name the thirteen original States.
7. What were the successive steps taken in the formation of the Constitution of the United States?
8. What were the leading causes of the war of the Rebellion?
9. State fully how each State is represented in the two houses of Congress.
10. Describe the State government of Massachusetts.

#### SPELLING.

Write the following, using capitals only for proper names : —

1. capital punishment.
2. indefinitely postponed.
3. Wellesley college.
4. matrimonial infelicities.
5. antiquated prejudices.
6. Murray's Grammar.
7. noteworthy coincidence.
8. too finical.
9. vegetable physiology.
10. Phillips's oratory.
11. implacable Nemesis.
12. to sacrifice.

#### GENERAL.

1. Who was Washington Irving?
2. Write from memory any stanza of poetry.
3. What is a caucus?
4. Who is the President elect?
5. Give the name of any noted person who has died during the past year.
6. What is the Signal Service?
7. What do you know about the Poncas?
8. Who is our Minister to England?
9. What is a bequest?
10. What determines the definition of a word?



## GRADUATES.

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**NOTE.**—All the graduates have been examined and approved as teachers for the school of Worcester by the examining committee of the School Board of this city.

### FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriette Crook . . . . .	<i>Valley Falls.</i>
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
Marianna Newton . . . . .	<i>Worcester.</i>
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

### SECOND CLASS, JANUARY, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Milly Jane Hall . . . . .	<i>Upton.</i>
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>

## THIRD CLASS, JULY, 1877.

RES.	RESIDENCES.
Aria Adams . . . . .	Worcester.
Bobie Bigelow . . . . .	Holden.
Charles Boyden . . . . .	Oakham.
Isis Chandler . . . . .	Duxbury.
Ice Chase . . . . .	Worcester.
Mersey Chase . . . . .	Worcester.
Nes Coughlin . . . . .	Worcester.
One . . . . .	Blackstone.
Pecca Doherty . . . . .	Worcester.
Fairbanks . . . . .	Westborough.
Montgomery Fitts . . . . .	Worcester.
Abeth Fitzgerald . . . . .	Worcester.
E Gaskill . . . . .	Blackstone.
Ors Hall . . . . .	Worcester.
Id Harrington . . . . .	Worcester.
Strice Hopkins . . . . .	Worcester.
S Jenks . . . . .	Spencer.
Omni Jennison . . . . .	East Templeton.
Ne Kean . . . . .	Worcester.
Ria Murray . . . . .	Worcester.
N McCarthy . . . . .	Worcester.
Willietta Sherman . . . . .	Worcester.
Ud Smith . . . . .	Worcester.
Tania Thwing . . . . .	Worcester.
Resa Timon . . . . .	Worcester.
Livingston Tullis . . . . .	Worcester.
Bobie Whitney . . . . .	Worcester.

## FOURTH CLASS, JANUARY, 1878.

Anna Andrews . . . . .	Worcester.
Ne Booth . . . . .	Worcester.
Es Casey . . . . .	Worcester.
Lwina Chapin . . . . .	Worcester.
Ors Clough . . . . .	Worcester.
rier . . . . .	Worcester.
Osby Cutting . . . . .	Templeton.
Na Follon . . . . .	Worcester.
Iza Kendall . . . . .	Worcester.
Lillian Paul . . . . .	Worcester.
Ria Rice . . . . .	Grafton.
Luise Smythe . . . . .	Worcester.

NAMES.	RESIDENCES.
Marietta Sykes . . . . .	<i>Blackstone.</i>
Mary Alice Winter . . . . .	<i>Northbridge.</i>

## FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams . . . . .	<i>Fitchburg.</i>
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsy Sargent . . . . .	<i>South Gardner.</i>
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Francis Kinne . . . . .	<i>Plainfield, Conn.</i>
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>Worcester.</i>

## SEVENTH CLASS, JULY, 1879.

Eugene Bacon . . . . .	<i>Framingham.</i>
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
Edwin Thomas Painter, B.S. . . . .	<i>Worcester.</i>
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>

NAMES.	RESIDENCES.
Mary Agnes Rourke . . . . .	Worcester.
Mary Abbie Sanborn . . . . .	West Baldwin, Me.
Abby Brewer Shute . . . . .	Auburn.

## EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill . . . . .	Plainfield, Conn.
Cora Anna Baldwin . . . . .	Worcester.
Mary Elizabeth Barnard . . . . .	Harvard.
Mary Mead Bowen . . . . .	Mianus, Conn.
Mary Etta Buxton . . . . .	Worcester.
Sarah Maria Davis . . . . .	Webster.
Daisy Alice Miranda Fairchild . . . . .	Worcester.
Hattie Grant Gates . . . . .	Worcester.
Mary Gertrude Griggs . . . . .	Worcester.
Etta Lorenda Hill . . . . .	West Upton.
Caroline Elizabeth Howe . . . . .	Paxton.
Mary Anne Kane . . . . .	North Brookfield.
Harriet Lightbourn . . . . .	Worcester.
Alice Eliza Meriam . . . . .	Worcester.
Emma Sophronia Peirce . . . . .	Leicester.
Nellie Louisa Pierce . . . . .	Chesterfield, N.H.
Rosa Isabelle Seavey . . . . .	Worcester.
Anna Philena Smith . . . . .	Central Village, Conn.
Maude Mary Smith . . . . .	Grafton.
Marina Harwood Tucker . . . . .	North Brookfield.

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Total . . . . .	124

## THE WORK OF OUR GRADUATES.

It is thought worth while to print here the following extract relating to this school, from the last Annual Report of the Board of Education (January, 1881), as it answers questions frequently asked, and gives information of interest to the friends of the school and its graduates:—

“The public interest felt in any professional school naturally centres in the work of its graduates.

“In this view the Worcester School, when account is taken of its short career hitherto, need not fear comparison, we believe, with any in the country. Its graduates all teach (the only exceptions being one or two in a hundred who prove physically infirm), and teach with almost uniform success and acceptance. Not a single graduate is at present known to be wanting employment in the schoolroom; while the demand is constantly pressing for more teachers than the school can supply.

“As many as six applications from school committees in a single week have been refused, simply because graduates could not be found for the places; and several undergraduates during the present year have been induced to leave the Normal School temporarily to accept schools.

“Of the class graduated in June, one of its twenty members has been prevented from teaching by ill health; the remaining nineteen were promptly engaged, all in Massachusetts, and are teaching with good success at the present time.

“Of the last four classes, ninety-four per cent are now teaching,—ninety-one per cent in this State.”

JV 2 1907



MASSACHUSETTS

# STATE NORMAL SCHOOL

AT WORCESTER.

1882-47

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## CATALOGUE AND CIRCULAR.

EIGHTH YEAR, 1882.



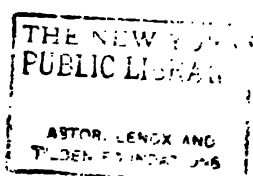
BOSTON:

**Rand, Avery, & Co., Printers to the Commonwealth,**

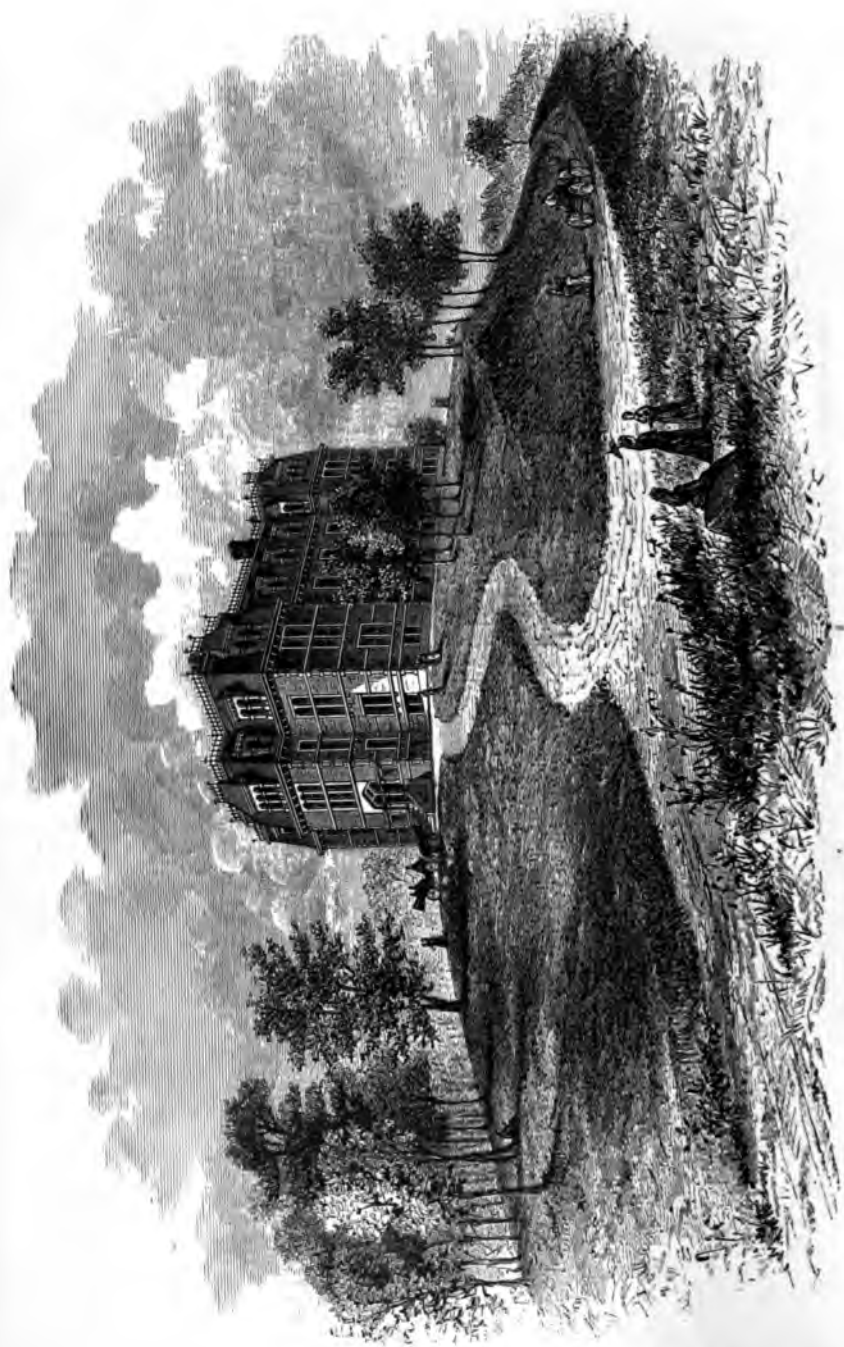
117 FRANKLIN STREET.

1882.









MASSACHUSETTS  
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AT WORCESTER.

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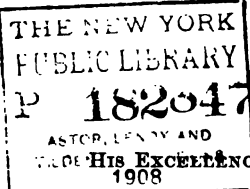
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His Honor, BYRON WESTON, DALTON, *ex officio*.

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Term expires May 25, 1887.	
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Term expires May 25, 1888.	
HON. MILTON B. WHITNEY . . . . .	WESTFIELD
Term expires May 25, 1889.	

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C. B. TILLINGHAST, <i>Asst. Secretary and Treasurer</i> . . . . .	BOSTON.
GEORGE A. WALTON, A.M., <i>Agent</i> . . . . .	NEWTON.
ELI A. HUBBARD, A.M., <i>Agent</i> . . . . .	SPRINGFIELD
WALTER SMITH, <i>Agent</i> . . . . .	BOSTON.

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HON. E. B. STODDARD, A.M. .  
 ADMIRAL P. STONE, LL.D.  
 HON. JOHN W. DICKINSON, A.M.

## TEACHERS.

---

E. HARLOW RUSSELL, PRINCIPAL.

MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS JULIET PORTER.

HENRY W. BROWN.

MISS HELEN F. MARSH.

MISS ELLEN M. HASKELL.

MRS. MARION J. SUMNER.

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By Professor FRANCIS G. SANBORN of Andover.

*THE MOTHER TONGUE.*

By SELAH HOWELL, Esq., of Boston.

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ABRAM EVERETT . . . . . JANITOR.



# CALENDAR.

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## NINTH SCHOOL YEAR.

1882.

rst term begins . . . . . Thursday, Sept. 7.

RECESS, THANKSGIVING WEEK.

1883.

rst term ends . . . . . Thursday, Jan. 25.

VACATION, TWO WEEKS.

cond term begins . . . . . Thursday, Feb. 8.

RECESS, SECOND WEEK IN MAY.

cond term ends . . . . . Friday, June 29.

VACATION, TEN WEEKS.

---

## SPECIAL NOTICE.

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Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

## STUDENTS.

## PURSUING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett . . . . .	Worcester.
Mary Abby Hayward . . . . .	Ashby.
Ella Jane Lyford . . . . .	Spencer.

## UNDERGRADUATES.

N.B. — Students whose names are marked with *a* have, besides passing through the regular course of study, served successfully for a half-year as apprentices (see p. 12) in the public schools of the city of Worcester.

## FIRST CLASS.

Harriet Almira Baker . . . . .	Phillipston.
Addie Maria Blenus . . . . .	Worcester.
<i>a</i> Julia Ann Callahan . . . . .	Leicester.
<i>a</i> Anna Theresa Cavanaugh . . . . .	Worcester.
<i>a</i> Lizzie Jane Clark . . . . .	Worcester.
Louis Richards Condry . . . . .	Groton.
<i>a</i> Emma Spaulding Cutting . . . . .	Worcester.
<i>a</i> Ann Foskett . . . . .	Webster.
<i>a</i> Mary Elizabeth Horgan . . . . .	Worcester.
<i>a</i> Mary Eliza Jenks . . . . .	Spencer.
<i>a</i> Hannah Mary Kickham . . . . .	Worcester.
<i>a</i> Alphonsine Talon L'Esperance . . . . .	Worcester.
<i>a</i> Julia Ardelle Mann . . . . .	Blackstone.
Ada Elvera Mason . . . . .	Worcester.
Edwin Scott Mathews, B.S. . . . .	Worcester.
<i>a</i> Grace Emily Pearl . . . . .	Southborough.
Anna Eliza Cossaboom Purdy . . . . .	Sturbridge.
<i>a</i> Hattie Mariah Ruggles . . . . .	Worcester.
<i>a</i> Ada Dora Saunders . . . . .	Worcester.
<i>a</i> Anna Theresa Smith . . . . .	Worcester.
Jennie Melenda Sprout . . . . .	Worcester.
<i>a</i> Anna Daniels Stowell . . . . .	Worcester.
<i>a</i> Mary Florence Stratton . . . . .	Millbury.
<i>a</i> Ella Theresa Whalen . . . . .	Worcester.

## SECOND CLASS.

NAMES.	RESIDENCES.
aMartha Dowse Adams . . . . .	Worcester.
aAllena Sophia Amsden . . . . .	Worcester.
aMary Louise Blenus . . . . .	Worcester.
Minnie Anna Burgess Chase . . . . .	Worcester.
aLouise Frances Clark . . . . .	Paxton.
Harriet Annie Colton . . . . .	Oxford.
aMary Ellen Convery . . . . .	Worcester.
aCatharine Doyle . . . . .	Worcester.
aMinnie Lincoln Fletcher . . . . .	Littleton.
aMary Elizabeth Joyce . . . . .	Worcester.
Mary Agnes McGillicuddy . . . . .	Worcester.
Jennie Mitchell Perrin . . . . .	Westborough.
Alice Valentine Phelps . . . . .	Worcester.
aMabel Piper . . . . .	Worcester.
aMary Catharina Morrissey . . . . .	Worcester.
aNellie Abbie Robbins . . . . .	Worcester.
aJeannie Elizabeth Sanderson . . . . .	Worcester.
aMary Celia Smith . . . . .	Worcester.
aEtta Melissa Thayer . . . . .	Worcester.
aGrace Carpenter Williams . . . . .	Gardiner, Me.

## APPRENTICES.

(See p. 12.)

Martha Burns Burgess . . . . .	Clinton.
Ellen Gertrude Daley . . . . .	Worcester.
Sarah Elsie Drury . . . . .	Spencer.
Mary Louise Gafney . . . . .	Worcester.
Mary McCann . . . . .	Leominster.
Jessie Moore Nichols . . . . .	Auburn.
Estella Virginia Rolston . . . . .	Worcester.
Mary Gertrude Smith . . . . .	Worcester.
Agnes Rose Stewart . . . . .	Worcester.
Abbie Josephine Taft . . . . .	Worcester.
Octavia Howard Vaughan . . . . .	Worcester.
Hattie Louisa White . . . . .	Boylston.
Maggie Osgood Whitney . . . . .	Worcester.

## THIRD CLASS.

Sarah Ida Bowditch . . . . .	Leicester.
Ada Bartlett Braman . . . . .	Worcester.
Annie Elizabeth Brophy . . . . .	Worcester.
Flora Almeda Bryant . . . . .	Winchendon.
Mary Louisa Burroughs . . . . .	Boxborough.



NAMES.	RESIDENCES.
Daniel Henry Casey . . . . .	Worcester.
Cora May Davis . . . . .	Thompson, Conn.
Sarah Leighton Dinsmore . . . . .	Lowell.
Harriet Dyer . . . . .	Lebanon, N.H.
Ellen Francis Fallon . . . . .	Worcester.
Alice Maria Gates . . . . .	Leominster.
Adelia Teresa Gauren . . . . .	Worcester.
Eliza Tainter Gilbert . . . . .	Worcester.
Margaret Frances Hagan . . . . .	Worcester.
Susan Rhoda Hartwell . . . . .	Oxford.
Mary Frye Lewis . . . . .	Windham, Conn.
John Edward Lynch . . . . .	Worcester.
Mary Alice Marshall . . . . .	Harvard.
Ellen Gertrude McGillicuddy . . . . .	Worcester.
Mary Adams Patrick . . . . .	Chicopee.
Joanna Mary Quinn . . . . .	Worcester.
Nellie Marion Rogers . . . . .	Holden.
Mary Elizabeth Stapleton . . . . .	Middlebury, Vt.
Alice Alberta Tatman . . . . .	Worcester.
Elizabeth Pickering Thompson . . . . .	Durham, N.H.
Lizzie Minnie Urban . . . . .	Westminster.
Bessie Sylvia Walker . . . . .	Worcester.
Alvena Betsy Williams . . . . .	Paxton.

## FOURTH CLASS.

Maria Fernald Bosworth . . . . .	Worcester.
Agnes Theresa Briden . . . . .	Worcester.
Cordelia Cora Brown . . . . .	Worcester.
Elizabeth Butler . . . . .	Worcester.
Ida Florence Buxton . . . . .	Worcester.
Minnie Jennie Condy . . . . .	Worcester.
Fanny Maria Connor . . . . .	Spencer.
Helen Maria Craigue . . . . .	Chester, Vt.
Florence Josephine Davis . . . . .	Worcester.
Minnie Alberta Davis . . . . .	Worcester.
Maud Loetta Davis . . . . .	Worcester.
Annie Maria Dean . . . . .	Worcester.
Carrie Elizabeth Dodd . . . . .	Paxton.
Cora Belle Drew . . . . .	Burlington, Vt.
Anna Gertrude Foley . . . . .	Worcester.
Julia Elizabeth Green . . . . .	Worcester.
Lucy Maria Green . . . . .	Worcester.
Mary Ellen Green . . . . .	North Brookfield.
Esther Josephine Hager . . . . .	Wendell.

NAMES.	RESIDENCES.
Eudora Estella Hay . . . . .	Worcester.
Jennie Laura Howland . . . . .	Keene, N.H.
Lilla Ingalls . . . . .	East Templeton.
Helen Jenkins . . . . .	Worcester.
Mary Evangeline King . . . . .	Worcester.
Annie Cecilia Kirwan . . . . .	Worcester.
Georgia Hudson Lakin . . . . .	Paxton.
Etta Rosella Leonard . . . . .	Worcester.
Mary Anne McBride . . . . .	Worcester.
Anna Gertrude Melanefy . . . . .	Worcester.
Mary Agnes Morrissey . . . . .	Worcester.
Teresa Elizabeth Mulvihill . . . . .	Worcester.
Annie Ward Newell . . . . .	Millbury.
Helena Bridget O'Keefe . . . . .	Worcester.
Bertha Gertrude Randall . . . . .	Millbury.
Ella Agnes Clarissa Richard . . . . .	Spencer.
Edith Marietta Rolston . . . . .	Worcester.
Mary Lucy Seavey . . . . .	Worcester.
Katy Adaline Wilder . . . . .	Sterling.
Carrie Louise Willard . . . . .	Charlton City.
Henrietta Maria Wright . . . . .	East Templeton.

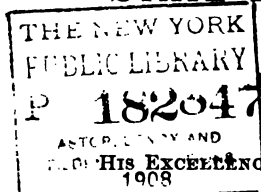
## SPECIAL STUDENTS.

Thomas William Butler . . . . .	Worcester.
Owen Henry Conlin, A.B. . . . .	Worcester.
Peter Andrew Conlin, A.B. . . . .	Worcester.
Edward Aloysius Quinland, A.B. . . . .	Worcester.

## SUMMARY OF NUMBERS.

Number pursuing post-graduate studies . . . . .	3
Number in the first class (February graduates) . . . . .	17
Number in the first class (July) . . . . .	24
Number in the second class . . . . .	20
Number of apprentices . . . . .	13
Number in the third class . . . . .	28
Number in the fourth class . . . . .	40
Number of special students . . . . .	4
Whole number during the year . . . . .	149

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# CALENDAR.

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<i>a</i> Lizzie Jane Clark . . . . .	Worcester.
Louis Richards Condry . . . . .	Groton.
<i>a</i> Emma Spaulding Cutting . . . . .	Worcester.
<i>a</i> Ann Foskett . . . . .	Webster.
<i>a</i> Mary Elizabeth Horgan . . . . .	Worcester.
<i>a</i> Mary Eliza Jenks . . . . .	Spencer.
<i>a</i> Hannah Mary Kickham . . . . .	Worcester.
<i>a</i> Alphonsine Talon L'Esperance . . . . .	Worcester.
<i>a</i> Julia Ardelle Mann . . . . .	Blackstone.
Ada Elvera Mason . . . . .	Worcester.
Edwin Scott Mathews, B.S. . . . .	Worcester.
<i>a</i> Grace Emily Pearl . . . . .	Southborough.
Anna Eliza Cossaboom Purdy . . . . .	Sturbridge.
<i>a</i> Hattie Mariah Ruggles . . . . .	Worcester.
<i>a</i> Ada Dora Saunders . . . . .	Worcester.
<i>a</i> Anna Theresa Smith . . . . .	Worcester.
Jennie Melenda Sprout . . . . .	Worcester.
<i>a</i> Anna Daniels Stowell . . . . .	Worcester.
<i>a</i> Mary Florence Stratton . . . . .	Millbury.
<i>a</i> Etta Theresa Whalen . . . . .	Worcester.

## SECOND CLASS.

NAMES.	RESIDENCES.
aMartha Dowse Adams . . . . .	Worcester.
aAllena Sophia Amsden . . . . .	Worcester.
aMary Louise Blenus . . . . .	Worcester.
Minnie Anna Burgess Chase . . . . .	Worcester.
aLouise Frances Clark . . . . .	Paxton.
Harriet Annie Colton . . . . .	Oxford.
aMary Ellen Convery . . . . .	Worcester.
aCatharine Doyle . . . . .	Worcester.
aMinnie Lincoln Fletcher . . . . .	Littleton.
aMary Elizabeth Joyce . . . . .	Worcester.
Mary Agnes McGillicuddy . . . . .	Worcester.
Jennie Mitchell Perrin . . . . .	Westborough.
Alice Valentine Phelps . . . . .	Worcester.
aMabel Piper . . . . .	Worcester.
aMary Catharina Morrissey . . . . .	Worcester.
aNellie Abbie Robbins . . . . .	Worcester.
aJeannie Elizabeth Sanderson . . . . .	Worcester.
aMary Celia Smith . . . . .	Worcester.
aEtta Melissa Thayer . . . . .	Worcester.
aGrace Carpenter Williams . . . . .	Gardiner, Me.

## APPRENTICES.

(See p. 12.)

Martha Burns Burgess . . . . .	Clinton.
Ellen Gertrude Daley . . . . .	Worcester.
Sarah Elsie Drury . . . . .	Spencer.
Mary Louise Gafney . . . . .	Worcester.
Mary McCann . . . . .	Leominster.
Jessie Moore Nichols . . . . .	Auburn.
Estella Virginia Rolston . . . . .	Worcester.
Mary Gertrude Smith . . . . .	Worcester.
Agnes Rose Stewart . . . . .	Worcester.
Abbie Josephine Taft . . . . .	Worcester.
Octavia Howard Vaughan . . . . .	Worcester.
Hattie Louisa White . . . . .	Boylston.
Maggie Osgood Whitney . . . . .	Worcester.

## THIRD CLASS.

Sarah Ida Bowditch . . . . .	Leicester.
Ada Bartlett Braman . . . . .	Worcester.
Annie Elizabeth Brophy . . . . .	Worcester.
Flora Almeda Bryant . . . . .	Winchendon.
Mary Louisa Burroughs . . . . .	Boxborough.



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Daniel Henry Casey . . . . .	Worcester.
Cora May Davis . . . . .	Thompson, Conn.
Sarah Leighton Dinsmore . . . . .	Lowell.
Harriet Dyer . . . . .	Lebanon, N.H.
Ellen Francis Fallon . . . . .	Worcester.
Alice Maria Gates . . . . .	Leominster.
Adelia Teresa Gauren . . . . .	Worcester.
Eliza Tainter Gilbert . . . . .	Worcester.
Margaret Frances Hagan . . . . .	Worcester.
Susan Rhoda Hartwell . . . . .	Oxford.
Mary Frye Lewis . . . . .	Windham, Conn.
John Edward Lynch . . . . .	Worcester.
Mary Alice Marshall . . . . .	Harvard.
Ellen Gertrude McGillicuddy . . . . .	Worcester.
Mary Adams Patrick . . . . .	Chicopee.
Joanna Mary Quinn . . . . .	Worcester.
Nellie Marion Rogers . . . . .	Holden.
Mary Elizabeth Stapleton . . . . .	Middlebury, Vt.
Alice Alberta Tatman . . . . .	Worcester.
Elizabeth Pickering Thompson . . . . .	Durham, N.H.
Lizzie Minnie Urban . . . . .	Westminster.
Bessie Sylvia Walker . . . . .	Worcester.
Alvena Betsy Williams . . . . .	Paxton.

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Ida Florence Buxton . . . . .	Worcester.
Minnie Jennie Condry . . . . .	Worcester.
Fanny Maria Connor . . . . .	Spencer.
Helen Maria Craigue . . . . .	Chester, Vt.
Florence Josephine Davis . . . . .	Worcester.
Minnie Alberta Davis . . . . .	Worcester.
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Mary Ellen Green . . . . .	North Brookfield.
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Mary Anne McBride . . . . .	Worcester.
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“ To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools ; second, of the best methods of teaching those branches ; and, third, of right mental training.

“ The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

## “ STUDIES.

## “ TWO-YEARS’ COURSE.

“ Arithmetic, Algebra, Geometry, Book-keeping.

“ Physics, Astronomy, Chemistry.

“ Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“ Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“ Penmanship, Drawing, Vocal Music, Gymnastics.

“ Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“ Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

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“ In addition to the studies named above, the Four-Years’ Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

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In addition to the work of the study and the class-room, atic observation of schools and actual practice in teaching the joint supervision of the city superintendent of schools faculty of the Normal School, constitute an important ele our course of training.

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During the period of apprenticeship, four days of each w devoted exclusively to it by those employed in the work. ( of the week (Wednesday) is spent by them in the Normal where they are employed, not in the ordinary study and the institution, but in the following manner:—

They hold such consultation with the teachers of the sch make such use of books, as may be most helpful to them immediate work as apprentices.

They make informal statements to the school of such : their experience as may be of advantage to the other stud hear,—concerning ways of teaching, cases of discipline, i like,—keeping in mind always the private character of th life of the schoolroom, and under special warning against tions that might seem objectionable.

Each apprentice keeps a diary of the occupation and exp of every day's service, and this record is inspected by the of the Normal School. He also makes out a report at the his term, in which he gives his own estimate of his success work.



four figures each, to find their sum, their difference, to multiply the two results together, and divide the product by a certain number. Looked the work of each pupil all through, because they are so liable to blunder.

Heard geography lessons.

One of the boys brought a bouquet of blue and white violets, columbine, and polygala.

None of the scholars knew the name of the little pink flower: so the teacher told them. They were familiar with the others.

A flower was brought to-day to illustrate the poem the pupils are learning,—“Jack in the Pulpit.” All examined it, or said they did: the boys were most curious.

In the geometrical drawing lesson, the scholars were puzzled when drawing angles at the right-hand end of a line, especially below the line.

FRIDAY, May 20, 1881. — Finished correcting the arithmetic papers.

Copied all the names of the pupils on a sheet of paper, and against each name placed the numbers of the examples which that scholar performed correctly. Each pupil is to perform again those examples on which he failed. This returning of papers continues until every scholar has succeeded in getting all the examples right.

Heard geography lessons.

The reading-lesson was from Higginson's “History of the United States.” The pupils have read aloud as far as the American Revolution.

Miss — brought to school the eggs and little shells of a winkle, with a copy of “The Scientific American,” having a picture and a description of the fish in it, and called the attention of scholars to them.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully ob-

served and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form:—

[STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of.....

Grade....., .....Street School.

Time, from.....to.....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management ?

2. What weakness or deficiency ?

[Signature].....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles



and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the School Board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student: it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

#### CONDITIONS OF ADMISSION.

The required age is for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

*Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

Candidates must show upon examination good capacity and

general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

College graduates only are received as special students.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

#### GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels, and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral exhortation or warning is needed. Nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

#### HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than

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Cora May Davis . . . . .	Thompson, Conn.
Sarah Leighton Dinsmore . . . . .	Lowell.
Harriet Dyer . . . . .	Lebanon, N.H.
Ellen Francis Fallon . . . . .	Worcester.
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Adelia Teresa Gauren . . . . .	Worcester.
Eliza Tainter Gilbert . . . . .	Worcester.
Margaret Frances Hagan . . . . .	Worcester.
Susan Rhoda Hartwell . . . . .	Oxford.
Mary Frye Lewis . . . . .	Windham, Conn.
John Edward Lynch . . . . .	Worcester.
Mary Alice Marshall . . . . .	Harvard.
Ellen Gertrude McGillicuddy . . . . .	Worcester.
Mary Adams Patrick . . . . .	Chicopee.
Joanna Mary Quinn . . . . .	Worcester.
Nellie Marion Rogers . . . . .	Holden.
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## “ STUDIES.

## “ TWO-YEARS’ COURSE.

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In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after one year in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management, and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least two grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner:—

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear,—concerning ways of teaching, cases of discipline, and the like,—keeping in mind always the private character of the daily life of the schoolroom, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices gives an account of a week's experience:—

MONDAY, May 16, 1881. — Corrected a set of spelling-papers, on which were written Rules 1, 2, 3, 4, 5, and 6; another set with Rules 5 and 6, and a third with Rule 7; and ten words ending in silent *e*, with their derivatives.

Heard geography lessons as fast as the scholars were prepared to recite.

Miss — sent to the Public Library for a basket of books which she had selected. Sometimes, when scholars have learned their lessons, the teacher tells them to go to the bookcase, and take these books to read; and those who are not behindhand in their lessons can have one charged, and take it home.

Had a little time during the drawing-lesson to read "Harper's Magazine," which the teacher brought to me, so that I might see the pictures of the humming-birds that were in it.

TUESDAY, May 17, 1881. — Examined the spelling-papers, — Rule 8, with the words under it, and exceptions.

Heard geography lessons nearly all day. Those scholars who are behind the class are obliged to consider all the lessons that have been recited by the class, as review to them, and to be able to give the substance without being questioned.

Mr. — gave the singing-lesson to Grades — and — together. They sang three or four songs by note and by word, and changed the key of C into its corresponding minor key.

Heard geography all the afternoon. The teacher says that this will be a good lesson for the pupils, — having each one say the whole lesson, and giving none a chance to shirk, and be satisfied if some one recite, not caring how many failures they make themselves. There are two or three scholars who cannot learn it, so I prompt them considerably.

WEDNESDAY, May 18, 1881. — Went up to the Normal School  
Mr. — talked to us about some of the best ways of performing examples in interest and profit and loss.

Looked up several things that I wanted to know, — among Emerson's poems, "The Rhodora" and "The Sphinx;" Longfellow's "Tides;" in Edward Samuels's "Birds of New England," the habits of the barn-swallow and the chimney-swallow; in "The Young Folks' Encyclopædia," the account of the juniper-tree.

Read in "The New-England Journal of Education." The most interesting articles were those about the "Crowfoot Family," and "A Walk beside a Stone Wall: A Study of the Rocks."

THURSDAY, May 19, 1881. — Corrected arithmetic papers.

The pupils have begun to review, and so the teacher gave them eight examples, bringing in the four fundamental principles: two numbers of



four figures each, to find their sum, their difference, to multiply the two results together, and divide the product by a certain number. Looked the work of each pupil all through, because they are so liable to blunder.

Heard geography lessons.

One of the boys brought a bouquet of blue and white violets, columbine, and polygala.

None of the scholars knew the name of the little pink flower: so the teacher told them. They were familiar with the others.

A flower was brought to-day to illustrate the poem the pupils are learning,—“Jack in the Pulpit.” All examined it, or said they did: the boys were most curious.

In the geometrical drawing lesson, the scholars were puzzled when drawing angles at the right-hand end of a line, especially below the line.

FRIDAY, May 20, 1881. — Finished correcting the arithmetic papers.

Copied all the names of the pupils on a sheet of paper, and against each name placed the numbers of the examples which that scholar performed correctly. Each pupil is to perform again those examples on which he failed. This returning of papers continues until every scholar has succeeded in getting all the examples right.

Heard geography lessons.

The reading-lesson was from Higginson's “History of the United States.” The pupils have read aloud as far as the American Revolution.

Miss — brought to school the eggs and little shells of a winkle, with a copy of “The Scientific American,” having a picture and a description of the fish in it, and called the attention of scholars to them.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully ob-

served and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

[STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of .....

Grade....., .....Street School.

Time, from.....to.....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management ?

2. What weakness or deficiency ?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles

and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the School Board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student: it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

#### CONDITIONS OF ADMISSION.

The required age is for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

*Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

Candidates must show upon examination good capacity and

general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

College graduates only are received as special students.

The scope and character of the examination are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

#### GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels, and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral exhortation or warning is needed. Nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

#### HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance for the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than

forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not permitted to infringe upon a moment of it.

Care is taken, that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find at the moment of need quiet and rest. It should be added that no instance of abuse of this privilege has come to our knowledge, while its great value as a sanitary appliance has been fully proved.

#### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Anti-quarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference-library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

#### RAILROAD FARES.

All the lines of railroad centring in Worcester issue season-tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

#### ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

#### STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

#### INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school-committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work

of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from a quarter-past nine o'clock to half-past three, with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent of the pupils.

#### ACKNOWLEDGMENTS.

The gift of French's bust of Emerson, by the eighth class of graduates.

The loan of chairs for anniversary occasion, by E. W. Vaill, Esq., of Worcester.

The gift of many specimens of tropical plants and fruits, by Capt. V. P. Parkhurst of East Templeton.

The gift of Vol. III. of "The Harvard Register," by Messrs. Macullar, Parker, & Co., of Boston.

#### COMMUNICATIONS

May be addressed to the principal, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

## APPENDIX.

### PART OF THE QUESTIONS USED AT THE ENTRANCE EXAMINATION, FEBRUARY, 1882.

THESE questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School-committees, teachers, and others may receive copies of the examination questions regularly by applying to the principal.

#### ARITHMETIC.

NOTE. — As the examiners wish to see every step in the solutions, all of the original work must be handed in. Decimals are to be carried only far enough to give an answer correct to two decimal places.

1. Estimate,
  - (a) the weight of your chair;
  - (b) the length of this window;
  - (c) the distance to yonder hill.
- 2, 3. Choose two of the following:
  - (a) Describe an insurance policy.
  - (b) State how you find the value of a note on which partial payments have been made.
  - (c) How do merchants make payments at a distance?
4. Choose one:
  - (a) When Worcester 4 per cent bonds sell at 106, what rate of interest does the buyer receive?
  - (b) A coal-dealer bought 100 tons of coal by the long ton at \$5.00, and sold it at \$6.00 by the short ton. If carting and freight cost \$1.00 for every ton sold, what did he gain per cent?
- 5, 6. Choose two:
  - (a) A person buys three articles of you; make out the bill, and receipt it.
  - (b) If on March 4, 1876, you had lent \$250.75 at 5 per cent, what would be due to-day?
  - (c) Write the note which would have been given in the above transaction.



7, 8. Choose two (use the yardstick for measuring):

- (a) What did it cost to plaster the walls and ceiling of this room at 25 cents a square yard? No deduction to be made for doors, windows or mopboards.
- (b) At \$8.00 per cord, what is the cost of a pile of wood filling the same space as this piano?
- (c) What length of rafters will be required for a house in which the line across the eaves is 30 feet long, and the ridge-pole 10 feet above this line?

9. Add the ledger columns which will be placed upon the blackboard.

### GRAMMAR.

"Come, let us plant the apple-tree:  
Cleave the tough greensward with the spade;  
Wide let its hollow bed be made;  
There gently lay the roots, and there  
Sift the dark mould with kindly care,  
And press it o'er them tenderly,  
As round the sleeping infant's feet  
We softly fold the cradle-sheet:  
So plant we the apple-tree."

- 1. Analyze the stanza.
- 2. What verbs are in the indicative mode?
- 3. Give the principal parts of *come, cleave, lay, sift, press, fold*.
- 4. Give the plural of *apple-tree, greensward, mould, cradle-sheet*.
- 5. Parse *us*.
- 6. Parse *wide*.
- 7. What words are used as objects of verbs in this extract?
- 8. Parse *sleeping*.
- 9. Name the adverbs in the last five lines.

### GEOGRAPHY.

- 1. How many times a year does the sun rise in the east?
- 2. During which season is the sun nearest the earth?
- 3. When will the sun set at the south pole?
- 4. When it is noon at Worcester, why is it forenoon at Springfield?
- 5. In what ocean is a vessel whose latitude is 35° north, and whose longitude is 30° west?
- 6. About how long does it take to go from Boston to San Francisco by rail?
- 7. Where is the best-known glacier region in the world?
- 8. In what countries are the following cities? (a) Havre; (b) Tokio; (c) Milan; (d) Bombay; (e) Antwerp.
- 9. Where is the great forest region of North America?

10. Name a river in each of the following States : (a) Pennsylvania; (b) California; (c) Iowa; (d) Texas; (e) New York.
11. Fill the blanks in the following statements :—
  - (a) Boston is the greatest ——— market in the world.
  - (b) Chicago is the greatest ——— market in the United States.
  - (c) New Orleans is the greatest ——— port in the world.
  - (d) ——— is the largest city on the Pacific coast of America.
  - (e) ——— is the highest peak east of the Mississippi.
12. What form of government prevails in the eastern hemisphere?
13. Name (a) an empire; (b) a kingdom; (c) a republic (not the United States); (d) a free city; (e) a country with no form of government.
14. State some of the important vegetable productions of South America.
15. What are the trade-winds?
16. Why is a west wind a dry wind?
17. *“And twice each day the flowing sea  
Took Boston in its arms.”*  
What natural phenomenon is referred to in the above lines?
18. Why does it take longer for a vessel to go from Liverpool to New York than from New York to Liverpool?

## UNITED STATES HISTORY.

1. How did America get its name?
2. How is Queen Isabella connected with American history?
3. Name a French explorer, and tell what he explored in America.
4. Who was Ferdinand de Soto?
5. What is a charter? and from whom did the New-England colonies receive theirs?
6. Give, so far as you can, the reason for the name of each of five of the thirteen original States.
7. Why were the “French and Indian Wars” so named, and how many were there?
8. What is a political revolution? Give an example.
9. When did the present form of our Government begin?
10. Give some historical association connected with each of the following names: Yorktown, Richmond, Scott, Lincoln, Lake Erie.

## SPELLING.

Alabama.  
parasol.  
ten o'clock A.M.  
Feb. 9, 1882.  
citron.  
emerald.

lieu.  
St. Lawrence.  
parrot.  
rhyme.  
Julius Cæsar.  
offal.

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siege.	busily.
receipt.	mahogany.
pickerel.	catarrh.
Charlotte Brontë.	plaid.
jeweller.	thorough.
livid.	brick-kiln.
pivot.	Egyptian.
San Francisco, Cal.	conciliate.
refrigerator.	fertilize.
asparagus.	analysis.
orang-outang.	phlegm.
recipient.	

## GRADUATES.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

## FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriette Crook . . . . .	<i>Valley Falls.</i>
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
Marianna Newton . . . . .	<i>Worcester.</i>
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

## SECOND CLASS, JANUARY, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Milly Jane Hall . . . . .	<i>Upton.</i>
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>

## THIRD CLASS, JULY, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams . . . . .	Worcester.
Emma Abbie Bigelow . . . . .	Holden.
Ida Frances Boyden . . . . .	Oakham.
Jenny Ellis Chandler . . . . .	Duxbury.
Bessie Alice Chase . . . . .	Worcester.
Josepha Percy Chase . . . . .	Worcester.
Katie Agnes Coughlin . . . . .	Worcester.
Mabel Crane . . . . .	Blackstone.
Mary Rebecca Doherty . . . . .	Worcester.
Eliza Ann Fairbanks . . . . .	Westborough.
Ellen Montgomery Fitts . . . . .	Worcester.
Mary Elizabeth Fitzgerald . . . . .	Worcester.
Ida Louise Gaskill . . . . .	Blackstone.
Ella Eudora Hall . . . . .	Worcester.
Mary Field Harrington . . . . .	Worcester.
Anna Beatrice Hopkins . . . . .	Worcester.
Olive Rice Jenks . . . . .	Spencer.
Lucia Naomi Jennison . . . . .	East Templeton.
Mary Anne Kean . . . . .	Worcester.
Anna Maria Murray . . . . .	Worcester.
Katie Ann McCarthy . . . . .	Worcester.
Minnie Willietta Sherman . . . . .	Worcester.
Anna Maud Smith . . . . .	Worcester.
Hattie Urania Thwing . . . . .	Worcester.
Annie Teresa Timon . . . . .	Worcester.
Isabella Livingston Tullis . . . . .	Worcester.
Jennie Abbie Whitney . . . . .	Worcester.

## FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews . . . . .	Worcester.
Addie Jane Booth . . . . .	Worcester.
Ella Agnes Casey . . . . .	Worcester.
Lizzie Edwina Chapin . . . . .	Worcester.
Jennie Cora Clough . . . . .	Worcester.
Edna Currier . . . . .	Worcester.
Anna Crosby Cutting . . . . .	Templeton.
Katie Anna Follon . . . . .	Worcester.
Addie Eliza Kendall . . . . .	Worcester.
Armina Lillian Paul . . . . .	Worcester.
Lilla Maria Rice . . . . .	Grafton.
Fanny Louise Smythe . . . . .	Worcester.
Marietta Sykes . . . . .	Blackstone.
Mary Alice Winter . . . . .	Northbridge.

## FIFTH CLASS, JULY, 1878.

NAMES.	RESIDENCES.
Nettie Eliza Adams . . . . .	<i>Fitchburg.</i>
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsy Sargent . . . . .	<i>South Gardner.</i>
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Francis Kinne . . . . .	<i>Plainfield, Conn.</i>
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>Worcester.</i>

## SEVENTH CLASS, JULY, 1879.

Eugene Bacon . . . . .	<i>Framingham.</i>
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
Edwin Thomas Painter, B. S. . . . .	<i>Worcester.</i>
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill . . . . .	<i>Plainfield, Conn.</i>
Cora Anna Baldwin . . . . .	<i>Worcester.</i>
Mary Elizabeth Barnard . . . . .	<i>Harvard.</i>

NAMES.	RESIDENCES.
Mary Mead Bowen . . . . .	<i>Mianus, Conn.</i>
Mary Etta Buxton . . . . .	<i>Worcester.</i>
Sarah Maria Davis . . . . .	<i>Webster.</i>
Daisy Alice Miranda Fairchild . . . . .	<i>Worcester.</i>
Hattie Grant Gates . . . . .	<i>Worcester.</i>
Mary Gertrude Griggs . . . . .	<i>Worcester.</i>
Etta Lorenda Hill . . . . .	<i>West Upton.</i>
Caroline Elizabeth Howe . . . . .	<i>Paxton.</i>
Mary Anne Kane . . . . .	<i>North Brookfield.</i>
Harriet Lightbourn . . . . .	<i>Worcester.</i>
Alice Eliza Meriam . . . . .	<i>Worcester.</i>
Emma Sophronia Peirce . . . . .	<i>Leicester.</i>
Nellie Louisa Pierce . . . . .	<i>Chesterfield, N.H.</i>
Rosa Isabelle Seavey . . . . .	<i>Worcester.</i>
Anna Philena Smith . . . . .	<i>Central Village, Conn.</i>
Maude Mary Smith . . . . .	<i>Grafton.</i>
Marina Harwood Tucker . . . . .	<i>North Brookfield.</i>

## NINTH CLASS, JULY, 1881.

N.B.—Graduates whose names are marked with *a* have, besides passing through the regular course of study, served successfully for a half year as apprentices (see p. 12) in the public schools of the city of Worcester.

<i>a</i> Selma Petronella Ahlstrom . . . . .	<i>Worcester.</i>
<i>a</i> Hattie Bond Andrews . . . . .	<i>Worcester.</i>
Olive Maria Butler . . . . .	<i>Worcester.</i>
<i>a</i> Elida Maria Capen . . . . .	<i>Charlton.</i>
Rebecca Harlow Davie . . . . .	<i>Worcester.</i>
Wilton Herbert Desper, B.S. . . . .	<i>Worcester.</i>
Edward Doolittle Fitch . . . . .	<i>Worcester.</i>
<i>a</i> Anna Trask Kelley . . . . .	<i>Worcester.</i>
<i>a</i> Mary Emily McCormick . . . . .	<i>Worcester.</i>
<i>a</i> Alice Caroline Mason . . . . .	<i>Worcester.</i>
<i>a</i> Catherine Theresa Nevins . . . . .	<i>Nantucket.</i>
<i>a</i> Georgiana Maria Newton . . . . .	<i>Worcester.</i>
<i>a</i> Bertha May Peckham . . . . .	<i>Southborough.</i>
Elizabeth Nettie Robinson . . . . .	<i>Templeton.</i>
<i>a</i> Angenette Ethelinda Stone . . . . .	<i>Northbridge.</i>
<i>a</i> Jeunie Matilda Tainter . . . . .	<i>Worcester.</i>

## TENTH CLASS, JANUARY, 1882.

<i>a</i> Florence Bicknell . . . . .	<i>Rowe.</i>
<i>a</i> Alice Chapin . . . . .	<i>Auburn.</i>
Abbie Mitchell Dorr . . . . .	<i>Southborough.</i>
<i>a</i> Mary Blake Dudley . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
α Emma Gertrude Goodwin . . . . .	Worcester.
Abbie Calista Hale . . . . .	Hubbardston.
α Lizzie Frances Jones . . . . .	Lunenburg.
Fransess Dolbell Martin . . . . .	Worcester.
α Ida Marion McCambridge . . . . .	Worcester.
Elizabeth Adelaide Potter . . . . .	Worcester.
α Mary Ella Proctor . . . . .	Worcester.
α Anna Bush Ranger . . . . .	Worcester.
Sarah Lydia Sawyer . . . . .	Fitchburg.
α Caroline Isabel Stone . . . . .	Auburn.
α Mabel Burnside Tew . . . . .	Worcester.
α Anna Laura Wells . . . . .	Rowe.
α Mary Blanche Wheatly . . . . .	Worcester.

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Total . . . . .	157

## DIED.

In Worcester, April 19, 1882, Fanny Louise Smythe, of the Fourth Class of graduates, wife of John F. Kyes, B.S., aged 23 years 9 months.

## ANNIVERSARY ADDRESSES.

Have been given by the following persons : —

In 1877, by William T. Harris, LL.D., of St. Louis.

In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.

In 1879, by Alexander H. Rice, LL.D., of Boston.

In 1880, by Mrs. Julia Ward Howe, of Boston.

In 1881, by Rev. Francis Tiffany, of West Newton.





22

MASSACHUSETTS

# STATE NORMAL SCHOOL

AT WORCESTER.

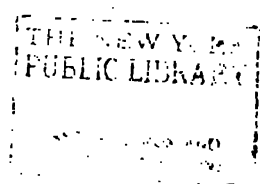
CATALOGUE AND CIRCULAR.

NINTH YEAR, 1883.



BOSTON :  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.  
1883.











MASSACHUSETTS  
STATE NORMAL SCHOOL  
AT WORCESTER.

CATALOGUE AND CIRCULAR.

NINTH YEAR, 1883.



BOSTON :  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.  
1883.



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STATE BOARD OF EDUCATION.

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ASTOR, LENOX AND  
TILDEN

1908

*Ex officio.*

HIS EXCELLENCY BENJAMIN F. BUTLER, LOWELL.

HIS HONOR OLIVER AMES, EASTON.

*By appointment*

HON. ELIJAH B. STODDARD, A. M.	WORCESTER.
Term expires May 25, 1884	
REV. ALONZO A. MINER, D. D.	BOSTON.
Term expires May 25, 1885.	
THOMAS WENTWORTH HIGGINSON, A. M.	CAMBRIDGE.
Term expires May 25, 1886.	
ADMIRAL P. STONE, LL. D.	SPRINGFIELD.
Term expires May 25, 1887.	
MISS ABBIE W. MAY	BOSTON.
Term expires May 25, 1888.	
HON. MILTON B. WHITNEY	WESTFIELD.
Term expires May 25, 1889.	
FRANCIS A. WALKER, LL. D.	BOSTON.
Term expires May 25, 1890.	
EDWARD C. CARRIGAN, ESQ.	BOSTON
Term expires May 25, 1891.	

SECRETARY.

HON. JOHN W. DICKINSON, A. M. NEWTON.

ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST BOSTON.

AGENTS.

GEORGE A. WALTON, A. M. NEWTON.  
ELI A. HUBBARD, A. M. SPRINGFIELD.  
GEORGE H. MARTIN, A. M. BRIDGEWATER.

BOARD OF VISITORS.

HON. E. B. STODDARD, A. M.  
ADMIRAL P. STONE, LL. D.  
HON. JOHN W. DICKINSON, A. M.

## TEACHERS.

---

E. HARLOW RUSSELL, PRINCIPAL.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

Miss ELLEN M. HASKELL.

Mrs. MARION J. SUMNER.

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In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows:—

*ANNIVERSARY ADDRESS.*

By Hon. JAMES W. PATTERSON, LL. D., of Hanover, N. H.

*LAWTHORNE.*

By Mr. JOHN ALBEE of New York.

*THE COLOR SENSE.*

By B. JOY JEFFRIES, M. D., of Boston.

*THE WEST.*

By Mr. WILLIAM I. MARSHALL of Fitchburg.

**SHORT PAPERS READ BY GRADUATES OF THE SCHOOL.*****GEOGRAPHY.*****By Mr. J. CHAUNCEY LYFORD.*****MUSIC IN GRADE III.*****By Miss ALICE E. MERIAM.*****NUMBER IN GRADE I.*****By Miss EFFIE L. BENNETT.*****TEN-MINUTE EXERCISES.*****By Miss ELLA E. GODDARD.*****WRITING IN GRADE II.*****By Miss MAGGIE A. FLAHERTY.*****READING IN GRADE I.*****By Miss EMMA BUCKLEY.*****A DAY'S WORK IN GRADE I.*****By Miss MARY E. PROCTOR.*****LANGUAGE IN GRADE II.*****By Miss ELLA J. LYFORD.*****LANGUAGE IN GRADE VII.*****By Miss SARAH M. AVERILL.*****WHAT WORRIES ME.*****By Miss ANNA P. SMITH.**

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**ABRAM EVERETT****JANITOR.**

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## CALENDAR.

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### TENTH SCHOOL YEAR.

1883.

First term begins . . . . . Thursday, Sept. 6.

### RECESS, THANKSGIVING WEEK.

1884.

First term ends . . . . . Thursday, Jan. 24.

### VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 7.

### RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Friday, June 27.

### VACATION, TEN WEEKS.

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### SPECIAL NOTICE.

Entrance examinations occur twice a year,—at the beginning of each term,—and at no other time.

Exercises of graduation occur once a year only,—namely, on the last day of the summer term,—and are always open to the public.

## STUDENTS.

### PURSUIING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Edward Doolittle Fitch . . . . .	<i>Worcester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Ella Jane Lyford . . . . .	<i>Worcester.</i>

### UNDERGRADUATES.

N.B.—Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 13) in the public schools of the city of Worcester.

#### FIRST CLASS.—January, 1883.

Martha Dowse Adams (A) . . . . .	<i>Worcester.</i>
Harriet Annie Colton . . . . .	<i>Oxford</i>
Mary Ellen Convery (A) . . . . .	<i>Worcester.</i>
Hannah Mary Kickham (A) . . . . .	<i>Worcester.</i>
Mary Catherina Morrissey (A) . . . . .	<i>Worcester.</i>
Mabel Piper (A) . . . . .	<i>Worcester.</i>
Anna Theresa Smith (A) . . . . .	<i>Worcester.</i>
Mary Celia Smith (A) . . . . .	<i>Worcester.</i>
Etta Melissa Thayer (A) . . . . .	<i>Worcester.</i>
Etta Theresa Whalen (A) . . . . .	<i>Worcester.</i>

#### FIRST CLASS.—June, 1883.

Mary Louise Blenus (A) . . . . .	<i>Worcester.</i>
Ada Bartlett Braman . . . . .	<i>Worcester.</i>
Minnie Anna Burgess Chase . . . . .	<i>Worcester.</i>
Louise Frances Clark (A) . . . . .	<i>Paxton.</i>
Lizzie Jane Clark . . . . .	<i>Worcester.</i>
Mary Louise Gafney (A) . . . . .	<i>Worcester.</i>
Alphonsine Talon L'Esperance (A) . . . . .	<i>Worcester.</i>
Mary Frye Lewis . . . . .	<i>Willimantic, Ct.</i>
John Edward Lynch . . . . .	<i>Worcester.</i>

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STATE NORMAL SCHOOL AT WOODBRIDGE.

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NAMES.

GRADUATES.

Mary Agnes McGillicuddy	Woodbridge
Mary Alice Marshall	Woodbridge
Ada Elvera Mason	Woodbridge
Jessie Moore Nichols	Woodbridge
Jennie Mitchell Perrin	Woodbridge
Alice Valentine Phelps	Woodbridge
Anna Eliza Cossaboom Purdy	Woodbridge
Estella Virginia Rolston	Woodbridge
Jeannie Elizabeth Sanderson	Woodbridge
Mary Gertrude Smith	Woodbridge
Agnes Rose Stewart	Woodbridge
Abbie Josephine Taft	Woodbridge
Lizzie Minnie Urian	Woodbridge
Octavia Howard Vaughan	Woodbridge
Hattie Louisa White	Woodbridge
Margaret Osgood Whitney	Woodbridge
Grace Carpenter Williams	Woodbridge

APPRENTICES.

Page 2

Daniel Henry Casey	Woodbridge
Cora May Davis	Woodbridge
Alice Maria Gates	Woodbridge
Adelia Teresa Gaudin	Woodbridge
Eliza Tainter Gilbert	Woodbridge

SECOND CLASS.

Maria Fernald Bosworth	Woodbridge
Mary Louisa Burroughs	Woodbridge
Minnie Jennie Condy	Woodbridge
Ellen Gertrude Daley	Woodbridge
Maud Loetta Davis	Woodbridge
Minnie Alberta Davis	Woodbridge
Cora Belle Drew	Woodbridge
Margaret Frances Fallon	Woodbridge
Ellen Frances Hagna	Woodbridge
Eudora Estella Hay	Woodbridge
Lilla Ingalls	Woodbridge
Annie Cecilia Kirwan	Woodbridge
Etta Rosella Leonard	Woodbridge
Anna Gertrude Melaney	Woodbridge
Annie Ward Sewell	Woodbridge
Helena Bridget O'Keefe	Woodbridge

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NAMES.	RESIDENCES.
Bertha Gertrude Randall . . . . .	Millbury
Edith Marietta Rolston . . . . .	Worcester.
Mary Lucy Seavey . . . . .	Worcester.
Alice Alberta Tatman . . . . .	Quinsigamond.
Almira Josephine Wilcox . . . . .	Hubbardston.
Katy Adaline Wilder . . . . .	Sterling.
Alvena Betsy Williams . . . . .	Paxton.

## THIRD CLASS.

Katharine Blanche Adams . . . . .	Worcester.
Sarah Ida Bowditch . . . . .	Leicester.
Annie Elizabeth Brophy . . . . .	Worcester.
Ida Florence Buxton . . . . .	Worcester.
Helen Maria Craigue . . . . .	Chester, Vt.
Emma Florence Davis . . . . .	Shrewsbury.
Annie Maria Dean . . . . .	Worcester.
Catherine Agnes Desmond . . . . .	Bolton.
Carrie Elizabeth Dodd . . . . .	Paxton.
Elizabeth Philomena Elword . . . . .	Worcester.
Anna Gertrude Foley . . . . .	Worcester.
Julia Elizabeth Green . . . . .	Worcester.
Lucy Maria Green . . . . .	Worcester.
Catherine Aloysia Hackett . . . . .	Worcester.
Annie Maria Ham . . . . .	Worcester.
Carrie Adaline Hildreth . . . . .	Worcester.
Charlotte Hunt . . . . .	Worcester.
Helen Jenkins . . . . .	Andover.
Mary Jessie King . . . . .	Stamford, Vt.
Mary Evangeline King . . . . .	Worcester.
Georgia Hudson Lakin . . . . .	Paxton.
Mary Anne McBride . . . . .	Worcester.
Ellen Gertrude McGillicuddy . . . . .	Worcester.
Mary Agnes Morrissey . . . . .	Worcester.
Delia Isabel Newbury . . . . .	Worcester.
Carrie Louise Paige . . . . .	Hardwick.
Ida May Parsons . . . . .	Holden.
Frances May Prentice . . . . .	Westborough.
Joanna Mary Quinn . . . . .	Worcester.
Margaret Scott . . . . .	Burlington, Vt.
Hannah Sheehan . . . . .	Whitinsville.
Mary Elizabeth Talbot Tandy . . . . .	Athol.
Annie Gertrude Thompson . . . . .	Worcester.
Bessie Sylvia Walker . . . . .	Worcester.

NAMES.	RESIDENCES.
Ella Maria Wells . . . . .	Deerfield
Carrie Louise Willard ✓ . . . . .	Charlton City.
Mary Louise Windsor . . . . .	Grafton.
Henrietta Maria Wright ✓ . . . . .	East Templeton.

## FOURTH CLASS.

Susan Arnold . . . . .	Hubbardston.
Clara Harwood Bemis . . . . .	Spencer.
Fannie Maria Connor . . . . .	Spencer.
✓ Cora Augusta Cooley . . . . .	Worcester.
Minerva Angelia Cutting ✓ . . . . .	Boylston.
Amy Holbrook Dana . . . . .	West Boylston.
Anna Maria Dean . . . . .	Worcester.
Marcella Mary Agnes Ignatius Farrelly . . . . .	New York.
Emily Sophia Gaskill . . . . .	Mendon.
Emma Jane Goddard . . . . .	Grafton.
Sarah Wyman Hay . . . . .	Worcester.
Emma Eliza Hayward . . . . .	Ashby.
Ellen Hinsley . . . . .	Worcester.
Jane Eliza Kerr . . . . .	Grafton.
Benjamin West Kinney . . . . .	Worcester.
Abbie Curtis Knight . . . . .	Worcester.
Elizabeth McFarland ✓ . . . . .	Sutton.
Fanny Ward Morey . . . . .	West Brookfield.
Jeannette Morrill . . . . .	Benton, N. H.
Agnes Josephine O'Gorman . . . . .	Worcester.
Mabel Augusta Rich . . . . .	Charlton.
Eldora Josephine Richard . . . . .	Spencer.
Nellie Miles Rood . . . . .	Worcester.
Carrie Melinda Sweetzer . . . . .	Worcester.
Florence Mabel Waite . . . . .	Pittsfield.
Catherine Elizabeth Whalen . . . . .	Worcester.

## SPECIAL STUDENT.

Arthur Hay, B.A. (Dartmouth) . . . . .	Worcester.
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## SUMMARY OF NUMBERS.

Number pursuing post-graduate studies . . . . .	4
Number in the first class (January graduates) . . . . .	10
Number in the first class (June) . . . . .	26
Number of apprentices . . . . .	5





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## CIRCULAR OF INFORMATION.

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### HISTORICAL

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school:—

“By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection,—a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

---

## SHORT PAPERS READ BY GRADUATES OF THE SCHOOL.

*GEOGRAPHY.*

By Mr. J. CHAUNCEY LYFORD.

*MUSIC IN GRADE III.*

By Miss ALICE E. MERIAM.

*NUMBER IN GRADE I.*

By Miss EFFIE L. BENNETT.

*TEN-MINUTE EXERCISES.*

By Miss ELLA E. GODDARD.

*WRITING IN GRADE II.*

By Miss MAGGIE A. FLAHERTY.

*READING IN GRADE I.*

By Miss EMMA BUCKLEY.

*A DAY'S WORK IN GRADE I.*

By Miss MARY E. PROCTOR.

*LANGUAGE IN GRADE II.*

By Miss ELLA J. LYFORD.

*LANGUAGE IN GRADE VII.*

By Miss SARAH M. AVERILL.

*WHAT WORRIES ME.*

By Miss ANNA P. SMITH.

---

ABRAM EVERETT

JANITOR.

---

## CALENDAR.

---

### TENTH SCHOOL YEAR.

1883.

First term begins . . . . . Thursday, Sept. 6.

RECESS, THANKSGIVING WEEK.

1884.

First term ends . . . . . Thursday, Jan. 24.

VACATION, TWO WEEKS.

Second term begins . . . . . Thursday, Feb. 7.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Friday, June 27.

VACATION, TEN WEEKS.

---

### SPECIAL NOTICE.

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Exercises of graduation occur once a year only,—namely, on the last day of the summer term,—and are always open to the public.

## STUDENTS.

### PURSUIING POST-GRADUATE STUDIES.

NAMES.	RESIDENCES.
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Edward Doolittle Fitch . . . . .	<i>Worcester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Ella Jane Lyford . . . . .	<i>Worcester.</i>

### UNDERGRADUATES.

N.B.—Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 13) in the public schools of the city of Worcester.

#### FIRST CLASS.—January, 1883.

Martha Dowse Adams (A) . . . . .	<i>Worcester.</i>
Harriet Annie Colton . . . . .	<i>Oxford</i>
Mary Ellen Convery (A) . . . . .	<i>Worcester.</i>
Hannah Mary Kickham (A) . . . . .	<i>Worcester.</i>
Mary Catherina Morrissey (A) . . . . .	<i>Worcester.</i>
Mabel Piper (A) . . . . .	<i>Worcester.</i>
Anna Theresa Smith (A) . . . . .	<i>Worcester.</i>
Mary Celia Smith (A) . . . . .	<i>Worcester.</i>
Etta Melissa Thayer (A) . . . . .	<i>Worcester.</i>
Etta Theresa Whalen (A) . . . . .	<i>Worcester.</i>

#### FIRST CLASS.—June, 1883.

Mary Louise Blenus (A) . . . . .	<i>Worcester.</i>
Ada Bartlett Braman . . . . .	<i>Worcester.</i>
Minnie Anna Burgess Chase . . . . .	<i>Worcester.</i>
Louise Frances Clark (A) . . . . .	<i>Paxton.</i>
Lizzie Jane Clark . . . . .	<i>Worcester.</i>
Mary Louise Gafney (A) . . . . .	<i>Worcester.</i>
Alphonsine Talon L'Esperance (A) . . . . .	<i>Worcester.</i>
Mary Frye Lewis . . . . .	<i>Willimantic, Ct.</i>
John Edward Lynch . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Mary Agnes McGillicuddy . . . . .	Worcester.
Mary Alice Marshall . . . . .	Still River.
Ada Elvera Mason . . . . .	Worcester.
Jessie Moore Nichols . . . . .	Auburn.
Jennie Mitchell Perrin . . . . .	Westborough.
Alice Valentine Phelps . . . . .	Worcester.
Anna Eliza Cossaboom Purdy . . . . .	Sturbridge.
✓ Estella Virginia Rolston (A) . . . . .	Worcester.
Jeannie Elizabeth Sanderson (A) . . . . .	Worcester.
Mary Gertrude Smith (A) . . . . .	Quinsigamond.
Agnes Rose Stewart (A) . . . . .	Worcester.
✓ Abbie Josephine Taft (A) . . . . .	Worcester.
Lizzie Minnie Urban . . . . .	South Westminster.
Octavia Howard Vaughan (A) . . . . .	Worcester.
✓ Hattie Louisa White . . . . .	Boylston Centre.
Margaret Osgood Whitney . . . . .	Worcester.
Grace Carpenter Williams (A) . . . . .	Gardiner, Me.

## APPRENTICES.

(See p. 13.)

Daniel Henry Casey . . . . .	Worcester.
Cora May Davis . . . . .	Thompson, Ct.
Alice Maria Gates . . . . .	Leominster.
Adelia Teresa Gauren . . . . .	Worcester.
Eliza Tainter Gilbert . . . . .	Worcester.

## SECOND CLASS.

Maria Fernald Bosworth . . . . .	Worcester.
Mary Louisa Burroughs . . . . .	Boxborough.
Minnie Jennie Condry . . . . .	Worcester.
Ellen Gertrude Daley (A) . . . . .	Worcester.
Maud Loetta Davis . . . . .	Worcester.
Minnie Alberta Davis . . . . .	Worcester.
Cora Belle Drew . . . . .	Burlington, Vt.
Margaret Frances Fallon . . . . .	Worcester.
Ellen Frances Hagan . . . . .	Worcester.
Eudora Estella Hay . . . . .	Worcester.
Lilla Ingalls . . . . .	East Templeton.
Annie Cecilia Kirwan . . . . .	Worcester.
Etta Rosella Leonard . . . . .	Worcester.
Anna Gertrude Melanefy . . . . .	Worcester.
Annie Ward Newell . . . . .	Millbury.
Helena Bridget O'Keefe . . . . .	Worcester.

NAMES.	RESIDENCES.
Bertha Gertrude Randall . . . . .	<i>Millbury</i>
Edith Marietta Rolston . . . . .	<i>Worcester.</i>
Mary Lucy Seavey . . . . .	<i>Worcester.</i>
Alice Alberta Tatman . . . . .	<i>Quinsigamond.</i>
Almira Josephine Wilcox . . . . .	<i>Hubbardston.</i>
Katy Adaline Wilder . . . . .	<i>Sterling.</i>
Alvena Betsy Williams . . . . .	<i>Paxton.</i>

## THIRD CLASS.

Katharine Blanche Adams . . . . .	<i>Worcester.</i>
Sarah Ida Bowditch . . . . .	<i>Leicester.</i>
Annie Elizabeth Brophy . . . . .	<i>Worcester.</i>
Ida Florence Buxton . . . . .	<i>Worcester.</i>
Helen Maria Crague . . . . .	<i>Chesler, Vt.</i>
Emma Florence Davis . . . . .	<i>Shrewsbury.</i>
Annie Maria Dean . . . . .	<i>Worcester.</i>
Catherine Agnes Desmond . . . . .	<i>Bolton.</i>
Carrie Elizabeth Dodd . . . . .	<i>Paxton.</i>
Elizabeth Philomena Elword . . . . .	<i>Worcester.</i>
Anna Gertrude Foley . . . . .	<i>Worcester.</i>
Julia Elizabeth Green . . . . .	<i>Worcester.</i>
Lucy Maria Green . . . . .	<i>Worcester.</i>
Catherine Aloysia Hackett . . . . .	<i>Worcester.</i>
Annie Maria Ham . . . . .	<i>Worcester.</i>
Carrie Adaline Hildreth . . . . .	<i>Worcester.</i>
Charlotte Hunt . . . . .	<i>Worcester.</i>
Helen Jenkins . . . . .	<i>Andover.</i>
Mary Jessie King . . . . .	<i>Stamford, Vt.</i>
Mary Evangeline King . . . . .	<i>Worcester.</i>
Georgia Hudson Lakin . . . . .	<i>Paxton.</i>
Mary Anne McBride . . . . .	<i>Worcester.</i>
Ellen Gertrude McGillicuddy . . . . .	<i>Worcester.</i>
Mary Agnes Morrissey . . . . .	<i>Worcester.</i>
Delia Isabel Newbury . . . . .	<i>Worcester.</i>
Carrie Louise Paige . . . . .	<i>Hardwick.</i>
Ida May Parsons . . . . .	<i>Holden.</i>
Frances May Prentice . . . . .	<i>Westborough.</i>
Joanna Mary Quinn . . . . .	<i>Worcester.</i>
Margaret Scott . . . . .	<i>Burlington, Vt.</i>
Hannah Sheehan . . . . .	<i>Whitinsville.</i>
Mary Elizabeth Talbot Tandy . . . . .	<i>Athol.</i>
Annie Gertrude Thompson . . . . .	<i>Worcester.</i>
Bessie Sylvia Walker . . . . .	<i>Worcester.</i>

NAMEs.	RESIDENCES.
Ella Maria Wells . . . . .	<i>Deerfield</i>
Carrie Louise Willard . . . . .	<i>Charlton City.</i>
Mary Louise Windsor . . . . .	<i>Grafton.</i>
Henrietta Maria Wright . . . . .	<i>East Templeton.</i>

## FOURTH CLASS.

Susan Arnold . . . . .	<i>Hubbardston.</i>
Clara Harwood Bemis . . . . .	<i>Spencer.</i>
Fannie Maria Connor . . . . .	<i>Spencer.</i>
Cora Augusta Cooley . . . . .	<i>Worcester.</i>
Minerva Angelia Cutting . . . . .	<i>Boylston.</i>
Amy Holbrook Dana . . . . .	<i>West Boylston.</i>
Anna Maria Dean . . . . .	<i>Worcester.</i>
Marcella Mary Agnes Ignatius Farrelly . . . . .	<i>New York.</i>
Emily Sophia Gaskill . . . . .	<i>Mendon.</i>
Emma Jane Goddard . . . . .	<i>Grafton.</i>
Sarah Wyman Hay . . . . .	<i>Worcester.</i>
Emma Eliza Hayward . . . . .	<i>Ashby.</i>
Ellen Hinsley . . . . .	<i>Worcester.</i>
Jane Eliza Kerr . . . . .	<i>Grafton.</i>
Benjamin West Kinney . . . . .	<i>Worcester.</i>
Abbie Curtis Knight . . . . .	<i>Worcester.</i>
Elizabeth McFarland . . . . .	<i>Sutton.</i>
Fanny Ward Morey . . . . .	<i>West Brookfield.</i>
Jeannette Morrill . . . . .	<i>Benton, N. H.</i>
Agnes Josephine O'Gorman . . . . .	<i>Worcester.</i>
Mabel Augusta Rich . . . . .	<i>Charlton.</i>
Eldora Josephine Richard . . . . .	<i>Spencer.</i>
Nellie Miles Rood . . . . .	<i>Worcester.</i>
Carrie Melinda Sweetzer . . . . .	<i>Worcester.</i>
Florence Mabel Waite . . . . .	<i>Pittsfield.</i>
Catherine Elizabeth Whalen . . . . .	<i>Worcester.</i>

## SPECIAL STUDENT.

Arthur Hay, B.A. (Dartmouth) . . . . .	<i>Worcester.</i>
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## SUMMARY OF NUMBERS.

Number pursuing post-graduate studies . . . . .	4
Number in the first class (January graduates) . . . . .	10
Number in the first class (June) . . . . .	26
Number of apprentices . . . . .	5





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## CIRCULAR OF INFORMATION.

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### HISTORICAL

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school:—

“By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay to the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection,—a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

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The exercises of dedication took place on Friday Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

### DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows:—

“The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

“To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and, third, of right mental training.

“The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

### “STUDIES.

#### “TWO-YEARS’ COURSE.

“Arithmetic, Algebra, Geometry, Book-keeping.

“Physics, Astronomy, Chemistry.

“Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“Penmanship, Drawing, Vocal Music, Gymnastics.

“Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“Civil Polity of Massachusetts and of United States, History, School Laws of Massachusetts.

#### “FOUR-YEARS’ COURSE.

“In addition to the studies named above, the Four-Years’ Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

“Advanced Chemistry, Physics, and Botany.

“Drawing, English Literature, General History.

“Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

### APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner:—

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear,—concerning ways of teaching, cases of discipline, and the like,—keeping in mind always the private character of the daily

life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices gives an account of a week's experience :—

MONDAY, May 16, 1881. — Corrected a set of spelling papers, on which were written Rules 1, 2, 3, 4, 5, and 6; another set with Rules 5 and 6, and a third with Rule 7; and ten words ending in silent *e*, with their derivatives.

Heard geography lessons as fast as the scholars were prepared to recite.

Miss — sent to the Public Library for a basket of books which she had selected. Sometimes, when scholars have learned their lessons, the teacher tells them to go to the bookcase, and take these books to read; and those who are not behindhand in their lessons can have one charged, and take it home.

Had a little time during the drawing-lesson to read "Harper's Magazine," which the teacher brought to me, so that I might see the pictures of the humming-birds that were in it.

TUESDAY, May 17, 1881. — Examined the spelling-papers, — Rule 8, with the words under it, and exceptions.

Heard geography lessons nearly all day. Those scholars who are behind the class are obliged to consider all the lessons that have been recited by the class, as review to them, and to be able to give the substance without being questioned.

Mr. — gave the singing-lesson to Grades — and — together. They sang three or four songs by note and by word, and changed the key of C into its corresponding minor key.

Heard geography all the afternoon. The teacher says that this will be a good lesson for the pupils,—having each one say the whole lesson, and giving none a chance to shirk, and be satisfied if some one recite, not caring how many failures they make themselves. There are two or three scholars who cannot learn it, so I prompt them considerably.

WEDNESDAY, May 18, 1881.—Went up to the Normal School. Mr. — talked to us about some of the best ways of performing examples in interest and profit and loss.

Looked up several things that I wanted to know, — among Emerson's poems, "The Rhodora" and "The Sphinx;" Longfellow's "Tides;" in Edward Samuels's "Birds of New England," the habits of the barn-

swallow and the chimney-swallow; in "The Young Folks' Encyclopædia," the account of the juniper-tree.

Read in "The New England Journal of Education." The most interesting articles were those about the "Crowfoot Family," and "A Walk beside a Stone Wall: A Study of the Rocks."

THURSDAY, May 19, 1881. — Corrected arithmetic papers.

The pupils have begun to review, and so the teacher gave them eight examples, bringing in the four fundamental principles: two numbers of four figures each, to find their sum, their difference, to multiply the two results together, and divide the product by a certain number. Looked the work of each pupil all through, because they are so liable to blunder.

Heard geography lessons.

One of the boys brought a bouquet of blue and white violets, columbine, and polygala.

None of the scholars knew the name of the little pink flower; so the teacher told them. They were familiar with the others.

A flower was brought to-day to illustrate the poem the pupils are learning,—“Jack in the Pulpit.” All examined it, or said they did: the boys were most curious.

In the geometrical drawing lesson, the scholars were puzzled when drawing angles at the right-hand end of a line, especially below the line.

FRIDAY, May 20, 1881.—Finished correcting the arithmetic papers.

Copied all the names of the pupils on a sheet of paper, and against each name placed the numbers of the examples which that scholar performed correctly. Each pupil is to perform again those examples on which he failed. This returning of papers continues until every scholar has succeeded in getting all the examples right.

Heard geography lessons.

The reading-lesson was from Higginson's "History of the United States." The pupils have read aloud as far as the American Revolution.

Miss —— brought to school the eggs and little shells of a winkle, with a copy of "The Scientific American," having a picture and a description of the fish in it, and called the attention of scholars to them.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

## [STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of.....

Grade ..... Street School.

Time from..... to.....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interest- ing.	Skill in Question- ing.	Skill in Ex- plaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature].....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the normal school who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

#### CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation. The course need not be



pursued *continuously* to the end ; students may, and often do, obtain leave of absence, to teach, and resume their work afterwards.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free ; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

*Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches : viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

College and normal-school graduates only are received as special students.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term ; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days ; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

#### GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral exhortation or warning is needed. Nothing short of regular

attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

#### HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance to the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not allowed to infringe upon a moment of it.

Care is taken, that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added, that no instance of abuse of this privilege has come to our knowledge; while its value as a sanitary appliance has been fully proved.

#### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged cabinets of the Lyceum and Natural History Association are open for inspection, and available for the purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

#### RAILROAD FARES.

All the lines of railroad centring in Worcester issue season tickets to pupils of the Normal School at greatly reduced rates. and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

#### ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

## STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

## INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from a quarter-past nine o'clock to quarter to four, with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

## ACKNOWLEDGMENTS.

The gift of a large and handsome engraving of Rosa Bonheur's "Old Monarch," by the ninth class of graduates.

The gift of Braun's large photographic view of the Pyramids and Sphinx, by the tenth class of graduates.

The gift of valuable specimens of Coral, by Capt. V. P. Parkhurst of East Templeton.

The loan of Chairs for anniversary occasion, by E. W. Vaill, Esq., of Worcester.

## COMMUNICATIONS

May be addressed to the principal, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

## APPENDIX.

### Part of the Questions used at the Entrance Examination, February, 1883.

THESE questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the Principal.

#### ARITHMETIC.

1. Express by figures forty billion ten million four hundred, and five hundred-millionths.
2. From one tenth subtract one thousandth, multiply the remainder by one hundredth, and divide the product by one ten-thousandth
3. How many yards of plastering are required for the ceiling of a room  $12\frac{1}{2}$  feet long and  $11\frac{1}{4}$  feet wide?
4. From the sum of  $\frac{5}{8}$  and  $\frac{3}{8}$  subtract their difference.
5. Express decimally  $\frac{4}{5}$  of  $3\frac{1}{8}$ .
6. What per cent. of  $\frac{4}{5}$  is  $\frac{2}{5}$ ?
7. What is the interest of \$375 for 3 years, 3 months and 3 days, at 3 per cent. per annum?
8. By selling cloth at \$3 per yard I gain 20 per cent.; what per cent. should I gain by selling at \$5 per yard?
9. I have a note for \$600, payable Oct. 4, 1882; what will be received on the note if discounted at the bank to-day, at 6 per cent.?
10. If it requires 804 men, working 12 days, to build a road, how many men would it require, working 9 days, to build it?
11. Make and receipt a bill for the following items: — 17,340 bricks at \$11.50 a thousand; 2,250 laths at 33 cents a hundred; 250 yards of cloth at \$1.50 a yard.
12. How many liters in 4 gals, 2 qts., 1 pt.?

## GRAMMAR.

1. Define language.
2. Name the nine classes of words used in expressing our ideas and thoughts, and give an example of each class.
3. What are the properties that belong to these several classes?
4. Define noun; pronoun; adjective; verb; conjunction.
5. Define the terms phrase, clause, and sentence.
6. Illustrate and define a simple sentence; a compound sentence; a complex sentence.
7. Write a sentence containing a clause used as the subject; also a clause used as the object of a transitive verb.
8.     “Near yonder copse where once the garden smiled,  
          And still where many a garden flower grows wild,  
          There, where a few torn shrubs the place disclose,  
          The village preacher's modest mansion rose.”
  - a. What kind of sentence is the above?
  - b. How many, and what kind of clauses does it contain?
  - c. What does each dependent clause modify?
  - d. What does the phrase “Near yonder copse” modify?
  - e. What is the logical subject of the sentence?
  - f. What is the logical predicate?
9. Correct the following expressions, if incorrect:—
  - a. Neither he nor his father were in fault.
  - b. Be that as it will, I cannot give my consent.
  - c. Mankind resemble each other most in the beginnings of society.
  - d. Such cloaks were in fashion five years since.
10. Punctuate the following:—The great rule says Lavater of moral conduct or ethics as it is styled by philosophers is to make the best use of ones time.

## GEOGRAPHY.

1. What is latitude? longitude? How many degrees of each are reckoned, and in what direction?
  2. In what direction does the earth rotate? and what is the effect of its rotation?
  3. Describe the surface of the United States, naming its mountain-ranges, slopes, and river-basins.
  4. Which of the United States lie partly or wholly north of the latitude of San Francisco?
  5. Describe the route by water from Chicago to New York City.
  6. Name the five most important cities in the United States; state where they are situated, and for what each is noted
  7. What is the difference in time between London and Boston?
  8. What countries, seaports, and divisions of the sea would one pass in sailing from Liverpool to Constantinople, keeping all the time within sight of land?
  9. State the situation of the cities of St. Louis, Cincinnati, Berlin, Havana, Moscow.
  10. Draw a map of Massachusetts, or of your own State, and describe its surface. Name its principal rivers, and name its cities in the order of their size.
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HISTORY.

1. When and where was the first English settlement commenced in New England?
2. Why did the Pilgrims leave England?
3. Why did they leave Holland?
4. Give some account of the union of the New England Colonies in 1643.
5. What were the causes of King Philip's War?
6. What were the causes of the Revolutionary War?
7. Give a description of Burgoyne's Invasion.
8. When was the Constitution of the United States adopted, and by what States?
9. What were the boundaries of the territory of the Republic, at the close of the war of the Revolution, and what are the boundaries at the present time?
10. In what were the Articles of the Confederation inadequate to the wants of the Government?
11. State the leading events that occurred in the administration of the third president of the United States.
12. How was the State of Louisiana acquired by the United States? and what advantages were derived from the acquisition?
13. What were the causes that led to the Civil War?
14. Describe the battle of Vicksburg, and tell what was gained by it.



## SPELLING.

mercantile	clothes	secretary
Caribbean	banana	bilious
truly	lilies	liniment
bachelor	peaceable	beefsteak
vertical	dyeing	valleys
inflammable	infallible	mischievous
dutiful	separate	practical
Sioux	tenement	awkward
Minie-ball	Narragansett.	fossil
blamable	preferable	testament
Behring	beach	ellipse
persevere	vegetable	preferred

## GRADUATES.

NOTE.— All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

FIRST CLASS, JULY, 1876.	
NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriette Crook . . . . .	<i>Valley Falls.</i>
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
Marianna Newton . . . . .	<i>Worcester.</i>
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

SECOND CLASS, JANUARY, 1877.	
Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Milly Jane Hall . . . . .	<i>Upton.</i>
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>

## THIRD CLASS, JULY, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams . . . . .	Worcester.
Emma Abbie Bigelow . . . . .	Holden
Ida Frances Boyden . . . . .	Oakham.
Jennie Ellis Chandler . . . . .	Duxbury.
Bessie Alice Chase . . . . .	Worcester.
Josepha Percy Chase . . . . .	Worcester.
Katie Agnes Coughlin . . . . .	Worcester.
Mabel Crane . . . . .	Blackstone.
Mary Rebecca Doherty . . . . .	Worcester.
Eliza Ann Fairbanks . . . . .	Westborough.
Ellen Montgomery Fitts . . . . .	Worcester.
Mary Elizabeth Fitzgerald . . . . .	Worcester.
Ida Louise Gaskill . . . . .	Blackstone.
Ella Eudora Hall . . . . .	Worcester.
Mary Field Harrington . . . . .	Worcester.
Anna Beatrice Hopkins . . . . .	Worcester.
Olive Rice Jenks . . . . .	Spencer.
Lucia Naomi Jennison . . . . .	East Templeton.
Mary Anne Kean . . . . .	Worcester.
Anna Maria Murray . . . . .	Worcester.
Katie Ann McCarthy . . . . .	Worcester.
Minnie Willietta Sherman . . . . .	Worcester.
Anna Maud Smith . . . . .	Worcester.
Hattie Urania Thwing . . . . .	Worcester.
Annie Teresa Timon . . . . .	Worcester.
Isabella Livingston Tullis . . . . .	Worcester.
Jennie Abbie Whitney . . . . .	Worcester.

## FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews . . . . .	Worcester.
Addie Jane Booth . . . . .	Worcester.
Ella Agnes Casey . . . . .	Worcester.
Lizzie Edwina Chapin . . . . .	Worcester.
Jennie Cora Clough . . . . .	Worcester.
Edna Currier . . . . .	Worcester.
Anna Crosby Cutting . . . . .	Templeton.
Katie Anna Follon . . . . .	Worcester.
Addie Eliza Kendall . . . . .	Worcester.
Armina Lillian Paul . . . . .	Worcester.
Lilla Maria Rice . . . . .	Grafton.
Fanny Louise Smythe . . . . .	Worcester.
Marietta Sykes . . . . .	Blackstone.
Mary Alice Winter . . . . .	Northbridge.

## FIFTH CLASS, JULY, 1878.

Names.	Residences.
Nettie Eliza Adams . . . . .	<i>Fitchburg</i>
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsy Sargent . . . . .	<i>South Gardner.</i>
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Francis Kinne . . . . .	<i>Plainfield, Conn.</i>
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>Worcester.</i>

## SEVENTH CLASS, JULY, 1879.

Eugene Bacon . . . . .	<i>Framingham.</i>
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
Edwin Thomas Painter, B. S. . . . .	<i>Worcester.</i>
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## EIGHTH CLASS, JULY, 1880.

NAMES.	RESIDENCES.
Sarah Maria Averill . . . . .	Plainfield, Conn.
Cora Anna Baldwin . . . . .	Worcester.
Mary Elizabeth Barnard . . . . .	Harvard.
Mary Mead Bowen . . . . .	Mianus, Conn.
Mary Etta Buxton . . . . .	Worcester.
Sarah Maria Davis . . . . .	Webster.
Daisy Alice Miranda Fairchild . . . . .	Worcester.
Hattie Grant Gates . . . . .	Worcester.
Mary Gertrude Griggs . . . . .	Worcester.
Etta Lorenda Hill . . . . .	West Upton.
Caroline Elizabeth Howe . . . . .	Paxton.
Mary Anne Kane . . . . .	North Brookfield.
Harriet Lightbourn . . . . .	Worcester.
Alice Eliza Meriam . . . . .	Worcester.
Emma Sophronia Peirce . . . . .	Leicester.
Nellie Louisa Pierce . . . . .	Chesterfield, N. H.
Rosa Isabelle Seavey . . . . .	Worcester.
Anna Philena Smith . . . . .	Central Village, Conn.
Maude Mary Smith . . . . .	Grafton.
Marina Harwood Tucker . . . . .	North Brookfield.

## NINTH CLASS, JULY, 1881.

N.B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see p. 13) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) . . . . .	Worcester.
Hattie Bond Andrews (A) . . . . .	Worcester.
Olive Maria Butler . . . . .	Worcester.
Elida Maria Capen (A) . . . . .	Charlton.
Rebecca Harlow Davie . . . . .	Worcester.
Wilton Herbert Desper, B.S. . . . .	Worcester.
Edward Doolittle Fitch . . . . .	Worcester.
Anna Trask Kelley (A) . . . . .	Worcester.
Mary Emily McCormick (A) . . . . .	Worcester.
Alice Caroline Mason (A) . . . . .	Worcester.
Catherine Theresa Nevins (A) . . . . .	Nantucket.
Georgiana Maria Newton (A) . . . . .	Worcester.
Bertha May Peckham (A) . . . . .	Southborough.
Elizabeth Nettie Robinson . . . . .	Templeton.
Angenette Ethelinda Stone (A) . . . . .	Northbridge.
Jennie Matilda Tainter (A) . . . . .	Worcester.

## TENTH CLASS, JANUARY, 1882.

Florence Bicknell (A)	Rowe.
Alice Chapin (A)	Auburn.
Abbie Mitchell Dorr	Southborough.
Mary Blake Dudley (A)	Worcester.
Emma Gertrude Goodwin (A)	Worcester.
Abbie Calista Hale,	Hubbardston.
Lizzie Frances Jones (A)	Lunenburg.
Fransess Dolbell Martin,	Worcester.
Ida Marion McCambridge (A)	Worcester.
Elizabeth Adelaide Potter,	Worcester.
Mary Ella Proctor (A)	Worcester.
Anna Bush Ranger (A)	Worcester.
Sarah Lydia Sawyer,	Fitchburg.
Caroline Isabel Stone (A)	Auburn.
Mabel Burnside Tew (A)	Worcester.
Anna Laura Wells (A)	Rowe.
Mary Blanche Wheatly (A)	Worcester.

## ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker,	Phillipston.
Addie Maria Blenus,	Worcester.
Anna Theresa Cavanaugh (A)	Worcester.
Louis Richards Condry,	Groton.
Ann Foskett (A)	Webster.
Mary Elizabeth Horgan (A)	Worcester.
Mary Eliza Jenks (A)	Spencer.
Julia Ardelle Mann (A)	Blackstone.
Edwin Scott Mathews, B.S.,	Worcester.
Grace Emily Pearl (A)	Southborough.
Ada Dora Saunders (A)	Worcester.
Jennie Melenda Sprout,	Worcester.
Anna Daniels Stowell (A)	Worcester.
Mary Florence Stratton (A)	Millbury.
Anna Laura Wells (A)	Rowe.

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Number in the Eleventh Class . . . . .	15
Total . . . . .	172

## ANNIVERSARY ADDRESSES

Have been given by the following persons: —

In 1877, by William T. Harris, LL. D., of St. Louis.

In 1878, by Rev. Thomas Hill, D. D., of Portland, Me.

In 1879, by Alexander H. Rice, LL. D., of Boston.

In 1880, by Mrs. Julia Ward Howe, of Boston.

In 1881, by Rev. Francis Tiffany, of West Newton.

In 1882, by Hon. James W. Patterson, LL. D., of Hanover, N. H.

MASSACHUSETTS

# STATE NORMAL SCHOOL

AT WORCESTER.

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18 POST OFFICE SQUARE.  
1884.

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HIS HONOR OLIVER AMES, EASTON.

## *By appointment.*

REV. ALONZO A. MINER, D.D.	BOSTON.
Term expires May 25, 1885.	
THOMAS WENTWORTH HIGGINSON, A. M.	CAMBRIDGE.
Term expires May 25, 1886.	
ADMIRAL P. STONE, LL. D.	SPRINGFIELD.
Term expires May 25, 1887.	
Miss ABBIE W. MAY	BOSTON.
Term expires May 25, 1888.	
HON. MILTON B. WHITNEY	WESTFIELD.
Term expires May 25, 1889.	
FRANCIS A. WALKER, LL. D.	BOSTON.
Term expires May 25, 1890.	
EDWARD C. CARRIGAN, Esq.	BOSTON.
Term expires May 25, 1891.	
HON. ELIJAH B. STODDARD, A. M.	WORCESTER.
Term expires May 25, 1892.	

## SECRETARY.

HON. JOHN W. DICKINSON, A. M. . . . . NEWTON.

## ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST . . . . . BOSTON.

## AGENTS.

GEORGE A. WALTON, A. M.	NEWTON.
GEORGE H. MARTIN, A. M.	BRIDGEWATER.
JOHN T. PRINCE	WALTHAM.

## BOARD OF VISITORS.

HON. E. B. STODDARD, A. M. ADMIRAL P. STONE, LL. D.  
HON. JOHN W. DICKINSON, A. M.

## TEACHERS.

---

E. HARLOW RUSSELL, PRINCIPAL.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

Miss ELLEN M. HASKELL.

Mrs. MARION J. SUMNER.

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In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows: —

*ANNIVERSARY ADDRESS:*

By Mrs. EDNAH D. CHENEY, of Boston.

*TEACHING GEOGRAPHY:*

By Mr. CHARLES F. KING, of Boston.

*BOOK-KEEPING:*

By Mr. WILLIAM I. MARSHALL, of Fitchburg.

*CHARLES DICKENS:*

By Mr. GEORGE MAKEPEACE TOWLE, of Boston.

SHORT PAPERS READ BY GRADUATES OF THE SCHOOL.

---

*A DAY'S EXPERIENCE IN SCHOOL :*

By Miss BELLE H. TUCKER. (First Class.)

*LANGUAGE IN GRADE IX. :*

By Miss IDA L. GASKILL. (Third Class.)

*GYMNASTICS IN GRADE VI., with a Class Exercise :*

By Miss NETTIE A. MURRAY. (Seventh Class.)

*WORK IN GRADES I. and II. :*

By Miss CARRIE M. ADAMS. (Third Class.)

*EXPEDIENTS FOUND HELPFUL IN DAILY SCHOOL WORK*

By Miss LYDIA W. BALL. (First Class.)

## CALENDAR.

### ELEVENTH SCHOOL YEAR.

1884.

First term begins . . . . . Thursday, Sept. 11.

RECESS, THANKSGIVING WEEK.

1885.

First term ends . . . . . Thursday, Jan 29.

VACATION, ONE WEEK.

Second term begins . . . . . Thursday, Feb. 5.

RECESS, SECOND WEEK IN MAY.

Second term ends . . . . . Friday, June 26.

VACATION, TEN WEEKS.

### SPECIAL NOTICE.

Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.



## STUDENTS.

### PURSING POST-GRADUATE STUDIES.

Martha Dowse Adams . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Addie Maria Blenus . . . . .	<i>Worcester.</i>
Mary Blake Dudley . . . . .	<i>Worcester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Harriet Lightbourn . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Mabel Piper . . . . .	<i>Worcester.</i>
Minnie Willietta Sherman . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>North Brookfield.</i>
Marina Harwood Tucker . . . . .	<i>North Brookfield.</i>

### UNDERGRADUATES.

N.B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 12) in the public schools of the city of Worcester.

#### FIRST CLASS—JANUARY, 1884.

Mary Louise Blenus (A) . . . . .	<i>Worcester.</i>
Daniel Henry Casey . . . . .	<i>Worcester.</i>
Ellen Gertrude Daley (A) . . . . .	<i>Worcester.</i>
Ellen Frances Fallon . . . . .	<i>Worcester.</i>
Adelia Teresa Gauren (A) . . . . .	<i>Worcester.</i>
Eliza Tainter Gilbert (A) . . . . .	<i>Worcester.</i>
Margaret Frances Hagan . . . . .	<i>Worcester.</i>
Eudora Estella Hay, . . . . .	<i>Worcester.</i>
John Edward Lynch . . . . .	<i>Worcester.</i>
Nellie Abbie Robbins (A) . . . . .	<i>Rochester, N. Y.</i>

#### FIRST CLASS—JUNE, 1884.

Maria Fernald Bosworth (A) . . . . .	<i>Worcester.</i>
Minnie Jennie Condry (A) . . . . .	<i>Worcester.</i>
Maud Loetta Davis (A) . . . . .	<i>Worcester.</i>

Lilla Ingalls . . . . .	<i>East Templeton.</i>
Mary Jessie King . . . . .	<i>Middletown, N.Y.</i>
Etta Rosella Leonard (A) . . . . .	<i>Worcester.</i>
Mary McCann (A) . . . . .	<i>Leominster.</i>
Anna Gertrude Melanefy (A) . . . . .	<i>Worcester.</i>
Annie Ward Newell (A) . . . . .	<i>Millbury.</i>
Helena Bridget O'Keefe (A) . . . . .	<i>Worcester.</i>
Edith Marietta Rolston (A) . . . . .	<i>Worcester.</i>
Mary Lucy Seavey (A) . . . . .	<i>Worcester.</i>
Alice Alberta Tatman (A) . . . . .	<i>Quinsigamond.</i>
Elizabeth Pickering Thompson . . . . .	<i>Durham, N.H.</i>
Katy Adaline Wilder . . . . .	<i>Sterling.</i>

## APPRENTICES. (See page 12.)

Emma Florence Davis . . . . .	<i>Shrewsbury.</i>
Carrie Elizabeth Dodd . . . . .	<i>Paxton.</i>
Ellen Frances Fallon . . . . .	<i>Worcester.</i>
Anna Gertrude Foley . . . . .	<i>Worcester.</i>
Julia Elizabeth Green . . . . .	<i>Worcester.</i>
Lucy Maria Green . . . . .	<i>Worcester.</i>
Catharine Aloysia Hackett . . . . .	<i>Worcester.</i>
Margaret Frances Hagan . . . . .	<i>Worcester.</i>
Annie Maria Ham . . . . .	<i>Worcester.</i>
Carrie Adaline Hildreth . . . . .	<i>Worcester.</i>
Mary Evangeline King . . . . .	<i>Worcester.</i>
Georgia Hudson Lakin . . . . .	<i>Paxton.</i>
Mary Anne McBride . . . . .	<i>Worcester.</i>
Ellen Gertrude McGillicuddy . . . . .	<i>Worcester.</i>
Mary Agnes Morrissey . . . . .	<i>Worcester.</i>
Delia Isabel Newbury . . . . .	<i>Worcester.</i>
Carrie Louise Paige . . . . .	<i>Hardwick.</i>
Ida May Parsons . . . . .	<i>Holden.</i>
Frances May Prentice . . . . .	<i>Westborough.</i>
Bertha Gertrude Randall . . . . .	<i>Millbury.</i>
Hannah Sheehan . . . . .	<i>Whitinsville.</i>
Annie Gertrude Thompson . . . . .	<i>Worcester.</i>
Ella Maria Wells . . . . .	<i>Deerfield.</i>
Alvena Betsy Williams . . . . .	<i>Paxton.</i>

## SECOND CLASS.

Katherine Blanche Adams . . . . .	<i>Worcester.</i>
Mary Louise Burroughs . . . . .	<i>Boxborough.</i>
Ida Florence Buxton . . . . .	<i>Worcester.</i>
Cora Augusta Cooley . . . . .	<i>Worcester.</i>

Amy Holbrook Dana . . . . .	<i>West Boylston.</i>
Cora Belle Drew . . . . .	<i>Burlington, Vt.</i>
Emily Sophia Gaskill . . . . .	<i>Mendon.</i>
Emma Jane Goddard . . . . .	<i>Grafton.</i>
Sarah Wyman Hay . . . . .	<i>Worcester.</i>
Emma Eliza Hayward . . . . .	<i>Ashby.</i>
Helen Jenkins . . . . .	<i>Andover.</i>
Benjamin West Kinney . . . . .	<i>Worcester.</i>
Annie Cecilia Kirwan . . . . .	<i>Worcester.</i>
Agnes Josephine O'Gorman . . . . .	<i>Worcester.</i>
Mabel Augusta Rich . . . . .	<i>Charlton.</i>
Carrie Melinda Sweetzer . . . . .	<i>Worcester.</i>
Mary Elizabeth Talbot Tandy . . . . .	<i>Athol.</i>
Florence Mabel Waite . . . . .	<i>Pittsfield.</i>

## THIRD CLASS.

Alice Lucina Bainbridge . . . . .	<i>Worcester.</i>
Alice Rosilla Barton . . . . .	<i>Upton.</i>
Clara Harwood Bemis . . . . .	<i>Spencer.</i>
Sarah Ida Bowditch . . . . .	<i>Leicester.</i>
Minerva Angelia Cutting . . . . .	<i>Boylston.</i>
Clara Louisa Ela . . . . .	<i>Worcester.</i>
Grace Rebecca Everett . . . . .	<i>Worcester.</i>
Edith May Harding . . . . .	<i>Worcester.</i>
Thomas Joseph Higgins . . . . .	<i>Worcester.</i>
Ellen Hinsley . . . . .	<i>Worcester.</i>
Elizabeth McFarland . . . . .	<i>Sutton.</i>
Nelly Francene Monroe . . . . .	<i>Rutland.</i>
Jeannette Morrill . . . . .	<i>Benton, N. H.</i>
Susan Augusta Peirce . . . . .	<i>West Boylston.</i>
Abby Louise Penniman . . . . .	<i>West Brookfield.</i>
Julia Agnes Quinn . . . . .	<i>Worcester.</i>
Eldora Josephine Richard . . . . .	<i>Spencer.</i>
Carrie Alona Thompson . . . . .	<i>Worcester.</i>

## FOURTH CLASS.

Cora Jane Ball . . . . .	<i>Grafton.</i>
Addie Taylor Bannister . . . . .	<i>North Worcester.</i>
Harriet Louise Brewster . . . . .	<i>Windsorborough.</i>
John Francis Buckley . . . . .	<i>Worcester.</i>
Anne Butler . . . . .	<i>Darlaston, Eng.</i>
Elizabeth Butler . . . . .	<i>Darlaston, Eng.</i>
Sadie Kent Chandler . . . . .	<i>Worcester.</i>
Roscoe Lincoln Chandler . . . . .	<i>Sterling.</i>

Hattie Elizabeth Clark . . . . .	<i>Paxton.</i>
Carrie Eliza Crosby . . . . .	<i>Worcester.</i>
Mary Anastasia Daniels . . . . .	<i>Worcester.</i>
Annie Maria Dean . . . . .	<i>Worcester.</i>
Julia Meeker DeCamp . . . . .	<i>Worcester.</i>
Edith Maria Gates . . . . .	<i>Worcester.</i>
Sarah Emma Hemenway . . . . .	<i>Barre.</i>
Marion Holbrook . . . . .	<i>Worcester.</i>
Florence Holman . . . . .	<i>West Millbury.</i>
Mary Lizzy Lynde . . . . .	<i>Gardner.</i>
Fanny Richards Brewer Macomber . . . . .	<i>Worcester.</i>
Carrie Laurette Maynard . . . . .	<i>Worcester.</i>
Emma Martha McCormick . . . . .	<i>Spencer.</i>
Hattie Louise Partridge . . . . .	<i>Worcester.</i>
Fannie Stella Putnam . . . . .	<i>Worcester.</i>
Cora Deborah Elizabeth Robinson . . . . .	<i>Worcester.</i>
*Katy Agnes Ruddy . . . . .	<i>Worcester.</i>
Hattie May Ruggles . . . . .	<i>Worcester.</i>
Mary Maude Sherman . . . . .	<i>Worcester.</i>
Ida Stella Starrett . . . . .	<i>Athol.</i>
Charlotte May Taylor . . . . .	<i>Bolton.</i>
Annie Elizabeth Tucker . . . . .	<i>Westborough.</i>
Florence Sherman Waite . . . . .	<i>Worcester.</i>
Lizzie Helen Wallis . . . . .	<i>North Oxford.</i>
Ella Maria Whitney . . . . .	<i>Upton.</i>
Carrie Howard Wilmarth . . . . .	<i>Worcester.</i>

## SPECIAL STUDENT.

John Francis O'Connor, A. B. . . . .	<i>Worcester.</i>
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## SUMMARY OF NUMBERS.

Graduates . . . . .	11
First Class (January, 1884) . . . . .	10
First Class (June, 1884) . . . . .	15
Apprentices . . . . .	24
Second Class . . . . .	18
Third Class . . . . .	18
Fourth Class . . . . .	34
Special Student . . . . .	1
	<hr/>
	131
Deduct for names printed twice . . . . .	2
	<hr/>
Total members for the year, . . . . .	129

\* Deceased.

## CIRCULAR OF INFORMATION.

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### HISTORICAL.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school:—

“By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the City of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection,—a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

### DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows:—

“The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

“To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

“The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

### “STUDIES.

#### “TWO-YEARS’ COURSE.

“Arithmetic, Algebra, Geometry, Book-keeping.

“Physics, Astronomy, Chemistry.

“Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“Penmanship, Drawing, Vocal Music, Gymnastics.

“Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

#### “FOUR-YEARS’ COURSE.

“In addition to the studies named above, the Four-Years’ Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

“Advanced Chemistry, Physics, and Botany.

“Drawing, English Literature, General History.

“Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

### APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner:—

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear,—concerning ways of teaching, cases of discipline, and the like,—keeping in mind always the private character of the daily

life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices gives an account of a week's experience:—

**MONDAY, May 16, 1881.**—Corrected a set of spelling papers, on which were written Rules 1, 2, 3, 4, 5, and 6; another set with Rules 5 and 6, and a third with Rule 7; and ten words ending in silent *e*, with their derivatives.

Heard geography lessons as fast as the scholars were prepared to recite.

Miss — sent to the Public Library for a basket of books which she had selected. Sometimes, when scholars have learned their lessons, the teacher tells them to go to the bookcase, and take these books to read; and those who are not behindhand in their lessons can have one charged, and take it home.

Had a little time during the drawing-lesson to read "Harper's Magazine," which the teacher brought to me, so that I might see the pictures of the humming-birds that were in it.

**TUESDAY, May 17, 1881.**—Examined the spelling-papers,—Rule 8, with the words under it, and exceptions.

Heard geography lessons nearly all day. Those scholars who are behind the class are obliged to consider all the lessons that have been recited by the class, as review to them, and to be able to give the substance without being questioned.

Mr. — gave the singing-lesson to Grades — and — together. They sang three or four songs by note and by word, and changed the key of C into its corresponding minor key.

Heard geography all the afternoon. The teacher says that this will be a good lesson for the pupils,—having each one say the whole lesson, and giving none a chance to shirk, and be satisfied if some one recite, not caring how many failures they make themselves. There are two or three scholars who cannot learn it, so I prompt them considerably.

**WEDNESDAY, May 18, 1881.**—Went up to the Normal School. Mr. — talked to us about some of the best ways of performing examples in interest and profit and loss.

Looked up several things that I wanted to know,—among Emerson's poems, "The Rhodora" and "The Sphinx;" Longfellow's "Tides;" in Edward Samuels's "Birds of New England," the habits of the barn-



swallow and the chimney-swallow; in "The Young Folks' Encyclopædia," the account of the juniper-tree.

Read in "The New England Journal of Education." The most interesting articles were those about the "Crowfoot Family," and "A Walk beside a Stone Wall: A study of the Rocks."

THURSDAY, May 19, 1881. — Corrected arithmetic papers.

The pupils have begun to review, and so the teacher gave them eight examples, bringing in the four fundamental principles: two numbers of four figures each, to find their sum, their difference, to multiply the two results together, and divide the product by a certain number. Looked the work of each pupil all through, because they are so liable to blunder.

Heard geography lessons.

One of the boys brought a bouquet of blue and white violets, columbine, and polygala.

None of the scholars knew the name of the little pink flower; so the teacher told them. They were familiar with the others.

A flower was brought to-day to illustrate the poem the pupils are learning, — "Jack in the Pulpit." All examined it, or said they did: the boys were most curious.

In the geometrical drawing lesson, the scholars were puzzled when drawing angles at the right-hand end of a line, especially below the line.

FRIDAY, May 20, 1881. — Finished correcting the arithmetic papers.

Copied all the names of the pupils on a sheet of paper, and against each name placed the numbers of the examples which that scholar performed correctly. Each pupil is to perform again those examples on which he failed. This returning of papers continues until every scholar has succeeded in getting all the examples right.

Heard geography lessons.

The reading-lesson was from Higginson's "History of the United States." The pupils have read aloud as far as the American Revolution.

Miss — brought to school the eggs and little shells of a winkle with a copy of "The Scientific American," having a picture and a description of the fish in it, and called the attention of scholars to them.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form:—

## [STATE NORMAL SCHOOL AT WORCESTER.]

REPORT of the Apprentice-Work of .....

Grade ..... Street School.

Time from ..... to .....

Scale, 10— Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

#### CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation. The course need not be

pursued *continuously* to the end ; students may, and often do, obtain leave of absence, to teach, and resume their work afterwards.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free ; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

*Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches : viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

College and normal-school graduates only are received as special students.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

The regular examination begins on the first day of each term ; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days ; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

#### GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral

exhortation or warning is needed. Nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

### HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance to the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not allowed to infringe upon a moment of it.

Care is taken that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added, that no instance of abuse of this privilege has come to our knowledge; while its value as a sanitary appliance has been fully proved.

### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture ; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students and taken to the school for purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments ; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

### RAILROAD FARES.

All the lines of railroad centering in Worcester issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

### ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school ; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

#### STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

#### INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from a quarter-past nine o'clock to quarter to four, with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

#### ACKNOWLEDGMENTS.

The gift of many fresh specimens of tropical vegetation from the West Indies, by Capt. V. P. Parkhurst, of East Templeton.

The gift of piñon nuts from Nevada, by Mr. Wm. I. Marshall, of Fitchburg.

The gift of a copy of the new Catalogue of the Free Public  
brary of Worcester, by the Librarian, Mr. Samuel S. Green.

The loan of a valuable Herbarium, by Mr. Edward S. Jones, of  
orcester.

#### COMMUNICATIONS

ay be addressed to the principal, or to Hon. E. B. Stoddard,  
airman of the Board of Visitors, Worcester.



## APPENDIX.

### Part of the Questions used at the Entrance Examination, February, 1884.

These questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the Principal.

### GEOGRAPHY.

1-6. Write as many geographical facts as you can in half an hour on the outline map of Europe furnished you: Names of countries, mountains, rivers, seas, straits, cities, productions, minerals, manufactures.

7. Choose two. What countries export —

- (A) wheat; rice; sugar?
- (B) tea; coffee; opium?
- (C) rubber; silk; wool?

8. Choose two.

- (A) Give the capitals of the New England States.
- (B) Describe the Hudson River.
- (C) Draw an outline map of Massachusetts.

9. Choose two.

- (A) What are trade winds?
- (B) What are isothermal lines?
- (C) What would be the width of the north temperate zone if the axis of the earth inclined 25 degrees to the plane of its orbit?

## ARITHMETIC.

- (A) How long since you studied Arithmetic ?  
 (B) What text-books have you used ?

NOTE. — As the examiners wish to see every step in the solutions, all the figuring must be handed in.

All decimals are to be carried three places, and no more.

1. (A) Draw a square centimeter.  
 (B) How many shillings in a guinea ?  
 (C) What is the difference in clock-time between Boston and Chicago ?  
 (D) How many cubic inches in a gallon ?  
 (E) What is the thickness of a board foot ?
2. A gill of water is put into a quart measure, and the measure filled with milk. What part of the mixture is water ?
3. State how you find the L. C. M. of several numbers.
4. *Solve by proportion :*  
 How many hours a day must 5 men work to mow the same quantity of grass in 8 days that 7 men can mow in 6 days working 10 hours a day ?
5. What is a draft ? What is a bond ?
6. Bought a lot of apples and sold them for 20 per cent. more than they cost, and gained \$24.80. What did they cost, and for how much were they sold ?
7.  $3.6 : .012 + \left( \frac{12\frac{1}{2}}{3\frac{1}{2}} \div \frac{6\frac{1}{2}}{3\frac{1}{2}} \right) - \frac{45\frac{1}{2}}{3\frac{1}{2}} = ?$
8. Extract the square root of 531.
9. *Explain the following :*  
 8 men hire a coach ; by taking in 4 more persons the expense of each is diminished \$0.75 ; what do they pay for the coach ?

## UNITED STATES HISTORY.

1. Which were the leading colonies among the original thirteen ?
2. In what part of the country were the Indians most troublesome ?
3. What productions of the country were exported soon after settlements were made ?

4. In what parts of the country did fighting take place during the Revolution?
5. Name two statesmen who were prominent before the Revolution.
6. Name some of the generals in the Revolution.
7. Give a sketch of the life of Winfield Scott.
8. What are some of the events that led to the war for the Union?
9. In what years did the war for the Union begin and end?
10. Name five men who were prominent, on either side, during the period of the Rebellion.

## GRAMMAR.

"They two  
 Were brother shepherds on their native hills.  
 They were the last of all their race: and now,  
 When Leonard had approached his home, his heart  
 Failed in him; and, not venturing to inquire  
 Tidings of one so long and dearly loved,  
 He to the solitary churchyard turned;  
 That, as he knew in what particular spot  
 His family were laid, he there might learn  
 If still his brother lived, or to the file  
 Another grave was added."

1. Name all the subjects in the extract.
2. What is the predicate of a sentence?
3. Parse *brother shepherds*.
4. Parse *that*.
5. Analyze briefly the second sentence.
6. Write the principal parts of all the verbs in the extract.
7. Parse *venturing*.
8. Parse *to inquire*.
9. Tell the mode of each verb.

## SPELLING.

grieving ankle business millionaire Swede Queen Anne damaging agony	clarify palatial tying professor ostrich melancholy rhythm familiar	indelible Aaron mucilage auxiliary schemer miscellany beneficial despise
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## GRADUATES.

NOTE.—All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

## FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriette Crook . . . . .	<i>Valley Falls,</i>
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
Marianna Newton . . . . .	<i>Worcester.</i>
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

## SECOND CLASS, JANUARY, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Milly Jane Hall, . . . . .	<i>Upton.</i>
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>

## THIRD CLASS, JULY, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams . . . . .	Worcester.
Emma Abbie Bigelow . . . . .	Holden.
Ida Frances Boyden . . . . .	Oakham.
Jennie Ellis Chandler . . . . .	Duxbury.
Bessie Alice Chase . . . . .	Worcester.
Josepha Percy Chase . . . . .	Worcester.
Katie Agnes Coughlin . . . . .	Worcester.
Mabel Crane . . . . .	Blackstone.
Mary Rebecca Doherty . . . . .	Worcester.
Eliza Ann Fairbanks . . . . .	Westborough.
Ellen Montgomery Fitts . . . . .	Worcester.
Mary Elizabeth Fitzgerald . . . . .	Worcester.
Ida Louise Gaskill . . . . .	Blackstone.
Ella Eudora Hall . . . . .	Worcester.
Mary Field Harrington . . . . .	Worcester.
Anna Beatrice Hopkins . . . . .	Worcester.
Olive Rice Jenks . . . . .	Spencer.
Lucia Naomi Jennison . . . . .	East Templeton.
Mary Anne Kean . . . . .	Worcester.
Anna Maria Murray . . . . .	Worcester.
Katie Ann McCarthy . . . . .	Worcester.
Minnie Willietta Sherman . . . . .	Worcester.
Anna Maud Smith . . . . .	Worcester.
Hattie Urania Thwing . . . . .	Worcester.
Annie Teresa Timon . . . . .	Worcester.
Isabella Livingston Tullis . . . . .	Worcester.
Jennie Abbie Whitney . . . . .	Worcester.

## FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews . . . . .	Worcester.
Addie Jane Booth . . . . .	Worcester.
Ella Agnes Casey . . . . .	Worcester.
Lizzie Edwina Chapin . . . . .	Worcester.
Jennie Cora Clough . . . . .	Worcester.
Edna Currier . . . . .	Worcester.
Anna Crosby Cutting . . . . .	Templeton.
Katie Anna Follon . . . . .	Worcester.
Addie Eliza Kendall . . . . .	Worcester.
Armina Lillian Paul . . . . .	Worcester.
Lilla Maria Rice . . . . .	Grafton.
Fanny Louise Smythe . . . . .	Worcester.
Marietta Sykes . . . . .	Blackstone.
Mary Alice Winter . . . . .	Northbridge.

## FIFTH CLASS, JULY, 1878.

Names.	Residences.
Nettie Eliza Adams . . . . .	<i>Fitchburg.</i>
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mary Abby Hayward, . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsy Sargent . . . . .	<i>South Gardner.</i>
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Francis Kinne . . . . .	<i>Plainfield, Conn.</i>
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>North Brookfield.</i>

## SEVENTH CLASS, JULY, 1879.

Eugene Bacon . . . . .	<i>Framingham.</i>
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
Edwin Thomas Painter, B. S. . . . .	<i>Worcester.</i>
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## EIGHTH CLASS, JULY, 1880.

NAMES.	RESIDENCES.
Sarah Maria Averill . . . . .	Plainfield, Conn.
Cora Anna Baldwin . . . . .	Worcester.
Mary Elizabeth Barnard . . . . .	Harvard.
Mary Mead Bowen . . . . .	Mianus, Conn.
Mary Etta Buxton . . . . .	Worcester.
Sarah Maria Davis . . . . .	Webster.
Daisy Alice Miranda Fairchild . . . . .	Worcester.
Hattie Grant Gates . . . . .	Worcester.
Mary Gertrude Griggs . . . . .	Worcester.
Etta Lorenda Hill . . . . .	West Upton.
Caroline Elizabeth Howe . . . . .	Paxton.
Mary Anne Kane . . . . .	North Brookfield.
Harriet Lightbourn . . . . .	Worcester.
Alice Eliza Meriam . . . . .	Worcester.
Emma Sophronia Peirce . . . . .	Leicester.
Nellie Louisa Pierce . . . . .	Chesterfield, N. H.
Rosa Isabelle Seavey . . . . .	Worcester.
Anna Philena Smith . . . . .	Cen'tl Village, Conn.
Maude Mary Smith . . . . .	Grafton.
Marina Harwood Tucker . . . . .	North Brookfield.

## NINTH CLASS, JULY, 1881.

N.B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see p. 12) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) . . . . .	Worcester.
Hattie Bond Andrews (A) . . . . .	Worcester.
Olive Maria Butler . . . . .	Worcester.
Elida Maria Capen (A) . . . . .	Charlton.
Rebecca Harlow Davie . . . . .	Worcester.
Wilton Herbert Desper, B.S . . . . .	Worcester.
Edward Doolittle Fitch . . . . .	Worcester.
Anna Trask Kelley (A) . . . . .	Worcester.
Mary Emily Mc'ormick (A) . . . . .	Worcester.
Alice Caroline Mason (A) . . . . .	Worcester.
Catherine Theresa Nevins (A) . . . . .	Nantucket.
Georgiana Maria Newton (A) . . . . .	Worcester.
Bertha May Peckham (A) . . . . .	Southborough.
Elizabeth Nettie Robinson . . . . .	Templeton..
Angenette Ethelinda Stone (A) . . . . .	Northbridge.
Jennie Matilda Tainter (A) . . . . .	Worcester.

## TENTH CLASS, JANUARY, 1882.

NAMES.	RESIDENCES.
Florence Bicknell (A)	Rowe.
Alice Chapin (A)	Auburn.
Abbie Mitchell Dorr	Southborough.
Mary Blake Dudley (A)	Worcester.
Emma Gertrude Goodwin (A),	Worcester.
Abbie Calista Hale	Hubbardston.
Lizzie Frances Jones (A)	Lunenburg.
Fransess Dolbell Martin	Worcester.
Ida Marion McCambridge (A)	Worcester.
Elizabeth Adelaide Potter	Worcester.
Mary Ella Proctor (A)	Worcester.
Anna Bush Ranger (A)	Worcester.
Sarah Lydia Sawyer	Fitchburg.
Caroline Isabel Stone (A)	Auburn.
Mabel Burnside Tew (A)	Worcester.
Anna Laura Wells (A)	Rowe.
Mary Blanche Wheatly (A)	Worcester.

## ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker	Phillipston.
Addie Maria Blenus	Worcester.
Anna Theresa Cavanaugh (A)	Worcester.
Louis Richards Condry	Groton.
Ann Foskett (A)	Webster.
Mary Elizabeth Horgan (A)	Worcester.
Mary Eliza Jenks (A)	Spencer.
Julia Ardelle Mann (A)	Blackstone.
Edwin Scott Mathews, B.S.	Worcester.
Grace Emily Pearl (A)	Southborough.
Ada Dora Saunders (A)	Worcester.
Jennie Me enda Sprout	Worcester.
Anna Daniels Stowell (A)	Worcester.
Mary Florence Stratton (A)	Millbury.

## TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A)	Worcester.
Harriet Annie Colton	Oxford.
Mary Ellen Convery (A)	Worcester.
Hannah Mary Kickham (A)	Worcester.
Mary Catherina Morrissey (A)	Worcester.
Mabel Piper (A)	Worcester.



NAMES.	RESIDENCES.
Anna Theresa Smith (A)	Worcester.
Mary Celia Smith (A)	Worcester.
<del>Etta Melissa</del> Thayer (A)	Worcester.
Etta Theresa Whalen (A)	Worcester.

## THIRTEENTH CLASS, JUNE, 1883.

Ada Bartlett Braman	Worcester.
Minnie Anna Burgess Chase	Worcester.
Louise Frances Clark (A)	Paxton.
Mary Louise Gafney (A)	Worcester.
Alphonsine Talon L'Esperance (A)	Worcester.
Mary Frye Lewis	Willimantic, Ct.
Mary Agnes McGillicuddy	Worcester.
Mary Alice Marshall	Still River.
Jessie Moore Nichols	Auburn.
Jennie Mitchell Perrin	Westborough.
Alice Valentine Phelps	Worcester.
Estella Virginia Rolston (A)	Worcester.
Jeannie Elizabeth Sanderson (A)	Worcester.
Mary Gertrude Smith (A)	Quinsigamond.
Agnes Rose Stewart (A)	Worcester.
Abbie Josephine Taft (A)	Worcester.
Lizzie Minnie Urban	South Westminister.
Octavia Howard Vaughan (A)	Worcester.
Hattie Louisa White	Boylston Centre.
Margaret Osgood Whitney	Worcester.
Grace Carpenter Williams (A)	Gardiner, Me.

**SUMMARY OF NUMBERS.**

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Number in the Eleventh Class . . . . .	14
Number in the Twelfth Class . . . . .	10
Number in the Thirteenth Class . . . . .	21
Total, . . . . .	202

**DIED.**

In Worcester, Wednesday, March 26, 1884, of pneumonia, Miss Emma Sophronia Peirce of the Eighth Class, aged 24 years.

**ANNIVERSARY ADDRESSES**

Have been given by the following persons: —

In 1877, by William T. Harris, LL.D., of St. Louis.

In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.

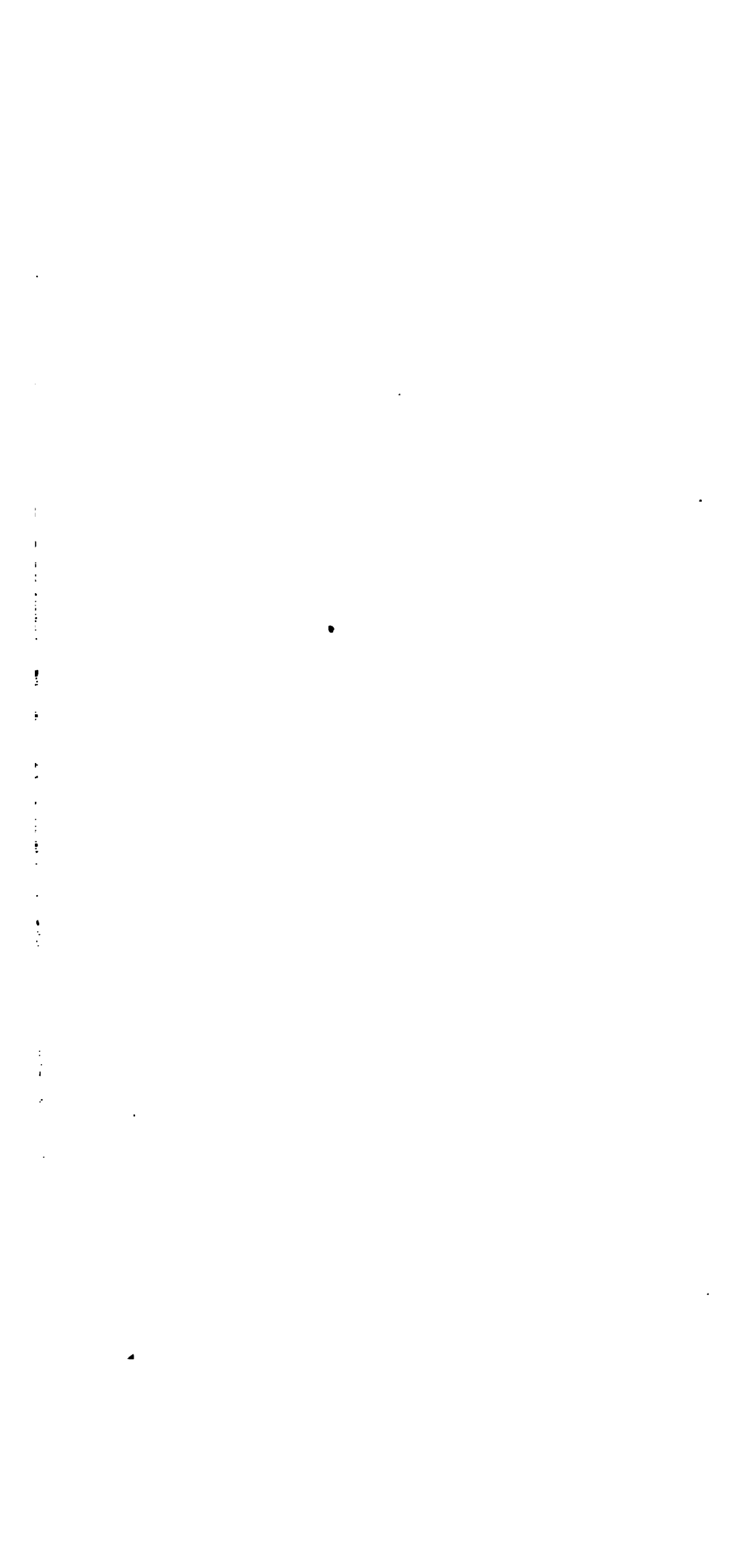
In 1879, by Alexander H. Rice, LL.D., of Boston.

In 1880, by Mrs. Julia Ward Howe, of Boston.

In 1881, by Rev. Francis Tiffany, of West Newton.

In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.

In 1883, by Mrs. Ednah D. Cheney, of Boston.





MASSACHUSETTS

# TATE NORMAL SCHOOL

AT WORCESTER.



CATALOGUE AND CIRCULAR,

ELEVENTH YEAR, 1885.



BOSTON :

WRIGHT & POTTER PRINTING CO., STATE PRINTERS,

18 POST OFFICE SQUARE.

1885.



THE NEW YORK  
PUBLIC LIBRARY  
ASTOR, LENOX AND  
TILDEN FOUNDATIONS



MASSACHUSETTS  
STATE NORMAL SCHOOL  
AT WORCESTER.

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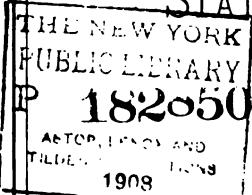
CATALOGUE AND CIRCULAR,

ELEVENTH YEAR, 1885.



BOSTON:  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.  
1885.





# STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

## *Ex officio.*

HIS EXCELLENCY GEORGE D. ROBINSON, CHICOPEE.  
HIS HONOR OLIVER AMES, EASTON.

## *By appointment.*

HORACE E SCUDDER, Esq.	CAMBRIDGE
Term expires May 25, 1886.	
ADMIRAL P. STONE, LL. D.	SPRINGFIELD.
Term expires May 25, 1887.	
MISS ABBY W. MAY	BOSTON.
Term expires May 25, 1888.	
HON. MILTON B. WHITNEY	WESTFIELD
Term expires May 25, 1889.	
FRANCIS A WALKER, LL. D.	BOSTON.
Term expires May 25, 1890.	
EDWARD C. CARRIGAN, Esq.	BOSTON.
Term expires May 25, 1891.	
HON. ELIJAH B. STODDARD, A. M.	WORCESTER.
Term expires May 25, 1892.	
REV. ALONZO A. MINER, D. D.	BOSTON.
Term expires May 25, 1893.	

## SECRETARY.

HON. JOHN W. DICKINSON, A. M. . . . . NEWTON.

## ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST . . . . . BOSTON.

## AGENTS.

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GEORGE H. MARTIN, A. M.	BRIDGEWATER
JOHN T. PRINCE	WALTHAM.

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HON. E. B. STODDARD, A. M. ADMIRAL P. STONE, LL. D.  
HON. JOHN W. DICKINSON, A. M.

---

## TEACHERS.

---

E. HARLOW RUSSELL, PRINCIPAL.

MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS JULIET PORTER.

HENRY W. BROWN.

MISS HELEN F. MARSH.

JAMES S. WHITMAN.

MRS. MARION J. SUMNER.

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In addition to the work of the regular teachers, instruction has been given, by lectures and otherwise, upon special topics, as follows:—

**ANNIVERSARY ADDRESS,—“THE NEW EDUCATION AS A NEW PROFESSION”:**

By Professor G. STANLEY HALL, Ph. D., of Johns Hopkins University.

**“TROPICAL VEGETATION”:**

By Capt. V. P. PARKHURST, of East Templeton.

**“THE SCHOOLS OF GERMANY”:**

By HOMER T. FULLER, Ph. D., President Free Institute, Worcester.

**“DRAWING IN THE PUBLIC SCHOOLS”:**

By Professor CHAS. M. CARTER, State Normal Art School, Boston.

**“A FEW GREAT PICTURES”:**

By Professor WM. T. HARRIS, LL. D., of Concord.

**“VICTOR HUGO”:**

By GEORGE MAKEPEACE TOWLE, Esq., of Boston.

**“TEACHING PENMANSHIP”:**

By GEORGE H. SHATTUCK, Esq., of New York.

**“OUR ARYAN ANCESTORS”:**

By Mr. GEORGE H. MARTIN, of Bridgewater.

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SHORT PAPERS READ BY GRADUATES OF THE SCHOOL.  
  

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*NUMBER:*

By Miss ELIDA M. CAPEN (Ninth Class).

*MANAGEMENT IN PRIMARY SCHOOLS:*

By Miss EMMA G. GOODWIN (Tenth Class).

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ABRAM EVERETT . . . . . JANITOR.

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## CALENDAR.

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### TWELFTH SCHOOL YEAR.

1885.  
First term begins . . . . . Thursday, Sept. 10.

#### RECESS, THANKSGIVING WEEK.

1886.  
First term ends . . . . . Thursday, Jan. 28.

#### VACATION, ONE WEEK.

Second term begins . . . . . Thursday, Feb. 4.

#### RECESS, THE WEEK FOLLOWING THE FIRST SATURDAY IN MAY.

Second term ends . . . . . Friday, June 25.

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#### VACATION, ELEVEN WEEKS.

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### SPECIAL NOTICE.

Entrance examinations occur twice a year,—at the beginning of each term,—and at no other time.

Exercises of graduation occur once a year only,—namely, on the last day of the summer term,—and are always open to the public.

There is no session of the school on Monday. On other days the hours are from half-past nine o'clock to quarter to four, with an intermission of an hour a little after noon.

## STUDENTS

### PURSING POST-GRADUATE STUDIES.

Martha Dowse Adams (A)	Worcester.
Effie Lillian Bennett	Worcester.
Addie Maria Blenus	Worcester.
Maria Fernald Bosworth (A)	Worcester.
Maud Loetta Davis (A)	Worcester.
Mary Blake Dudley (A)	Worcester.
Mary Jessie King	Middleville, N.Y.
Harriet Lightbourn	Worcester.
Ella Jane Lyford	Spencer.
Anna Gertrude Melanefy (A)	Worcester.
Annie Ward Newell (A)	Millbury.
Edith Marietta Rolston (A)	Worcester.
Minnie Willietta Sherman	Worcester.
Marion Capitola Tucker	North Brookfield.
Marina Harwood Tucker	North Brookfield.

### UNDERGRADUATES.

N.B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 18) in the public school of the city of Worcester.

#### FIRST CLASS—JANUARY, 1885.

Katherine Blanche Adams	Worcester.
Mary Louise Burroughs	Bozborough.
Minnie Jennie Condry (A)	Worcester.
Emma Florence Davis	Shrewsbury.
Cora Bell Drew	Burlington, Vt.
Anna Gertrude Foley (A)	Worcester.
Julia Elizabeth Green (A)	Worcester.
Lucy Maria Green (A)	Worcester.
Catharine Aloysia Hackett (A)	Worcester.
Annie Maria Ham (A)	Worcester.
Carrie Adaline Hildreth (A)	Worcester.
Mary Anne McBride (A)	Worcester.
Ellen Gertrude McGillicuddy (A)	Worcester.

Mary Agnes Morrissey (A)	Worcester.
Delia Isabel Newbury (A)	Worcester.
Carrie Louise Paige (A)	Hardwick.
Ida May Parsons (A)	Holden.
Frances May Prentice (A)	Westborough
Hannah Sheehan (A)	Whitinsville.
Mary Elizabeth Talbot Tandy	Athol.
Ella Maria Wells (A)	Deerfield.
Alvena Betsy Williams (A)	Paxton.

## FIRST CLASS — JUNE, 1885.

Ida Florence Buxton	Worcester.
Cora Augusta Cooley (A)	Worcester.
Amy Holbrook Dana (A)	West Boylston.
Minnie Alberta Davis	Worcester.
Carrie Elizabeth Dodd (A)	Paxton.
Emily Sophia Gaskill (A)	Mendon.
Emma Jane Goddard (A)	Grafton.
Sarah Wyman Hay (A)	Worcester.
Emma Eliza Hayward	Ashby.
Benjamin West Kinney (A)	Worcester.
Georgia Hudson Lakin (A)	Paxton.
Agnes Josephine O'Gorman (A)	Worcester.
Carrie Melinda Sweetzer (A)	Worcester.
Florence Mabel Waite (A)	Pittsfield.

## APPRENTICES.

Alice Lucina Bainbridge	Worcester.
Alice Rosilla Barton	Upton.
Clara Harwood Bemis	Spencer.
Clara Louise Ela	Worcester.
Grace Rebecca Everett	Worcester.
Edith May Harding	Worcester.
Nelly Francene Monroe	Rutland.
Julia Agnes Quinn	Worcester.
Margaret Scott	Burlington, Vt.
Mary Elizabeth Talbot Tandy	Athol.
Carrie Alona Thompson	Worcester.
Alvena Betsy Williams	Paxton.

## SECOND CLASS.

Cora Jane Ball	Grafton.
Addie Taylor Banister	Worcester.
Harriet Louise Brewster	Westborough.
Julia Meeker DeCamp	Worcester.

Mary Jennie Hart . . . . .	<i>Worcester.</i>
Susan Rhoda Hartwell . . . . .	<i>Oxford.</i>
Sarah Emma Hemenway . . . . .	<i>Barre.</i>
Thomas Joseph Higgins . . . . .	<i>Worcester.</i>
Carrie Lauretta Maynard . . . . .	<i>Worcester.</i>
Elizabeth McFarland . . . . .	<i>Sutton.</i>
Susan Augusta Peirce . . . . .	<i>West Boylston.</i>
Abby Louise Penniman . . . . .	<i>Worcester.</i>
Hattie May Ruggles . . . . .	<i>Worcester.</i>
Annie Elisabeth Tucker . . . . .	<i>Chelsea.</i>
Ella Maria Whitney . . . . .	<i>Upton.</i>
Carrie Howard Wilmarth . . . . .	<i>Worcester.</i>
Henrietta Maria Wright . . . . .	<i>East Templeton.</i>

## THIRD CLASS.

Ollie Minerva Barnes . . . . .	<i>Worcester.</i>
Annie Josephine Butterfield . . . . .	<i>Worcester.</i>
May Elsie Chapin . . . . .	<i>Worcester.</i>
Albert Swain Colburn . . . . .	<i>Shirley Village.</i>
Josephine Pauline Convery . . . . .	<i>Worcester.</i>
Caroline Gertrude Cooke . . . . .	<i>Worcester.</i>
Amelia Louisa Diemar . . . . .	<i>Worcester.</i>
Sarah Elizabeth Earley . . . . .	<i>Spencer.</i>
Carrie Lincoln Fletcher . . . . .	<i>Worcester.</i>
Addie Maria Harthan . . . . .	<i>Worcester.</i>
Hattie Emma Higgins . . . . .	<i>Worcester.</i>
Marion Holbrook . . . . .	<i>Worcester.</i>
Florence Holman . . . . .	<i>West Millbury.</i>
Mary Alice Johnson . . . . .	<i>Westborough.</i>
Abbie Curtis Knight . . . . .	<i>Worcester.</i>
Kate Etta Leavey . . . . .	<i>Woodstock, Conn.</i>
Edith Genevieve Loring . . . . .	<i>Westborough.</i>
Fanny Richards Brewer Macomber . . . . .	<i>Worcester.</i>
Edith Maria Marsh . . . . .	<i>Leicester.</i>
Emma Martha McCormick . . . . .	<i>Worcester.</i>
Hattie Louise Partridge . . . . .	<i>Worcester.</i>
Lucy Reed Poland . . . . .	<i>Leominster.</i>
Cora Deborah Elizabeth Robinson . . . . .	<i>Worcester.</i>
May Caroline Rogers . . . . .	<i>Worcester.</i>
Mary Maud Sherman . . . . .	<i>Worcester.</i>
Kate Emogene Smith . . . . .	<i>Worcester.</i>
Lilian Ainsworth Smith . . . . .	<i>Dudley.</i>
Florence Sherman Waite . . . . .	<i>Worcester.</i>
Lizzie Helen Wallis . . . . .	<i>North Oxford.</i>
Margaret Louisa Walsh . . . . .	<i>Worcester.</i>

## FOURTH CLASS.

Lottie Louise Ball . . . . .	Worcester.
Alice Harriette Belding . . . . .	Worcester.
Hattie Augusta Burgess . . . . .	Worcester.
Mary Jane Campbell . . . . .	Worcester.
Catherine Louise Carr . . . . .	Milford.
Jennie Ambrose Casey . . . . .	Worcester.
Belle Josephine Clarke . . . . .	Westborough.
Lulu Louise Clarke . . . . .	Worcester.
Anna Burgess Collier . . . . .	Worcester.
Margaret Anne Connolly . . . . .	Worcester.
Florence Lane Cota . . . . .	New Braintree.
Mary Agnes Cunningham . . . . .	Worcester.
Mary Anastasia Daniels . . . . .	Worcester.
Anna Maria Dean . . . . .	Worcester.
Catherine Teresa Donnelly . . . . .	Worcester.
Helen Augusta Fay . . . . .	Athol Centre.
Ellen Ann Fielding . . . . .	Clinton
Mary Ages Flynn . . . . .	Worcester.
Minnie Isabel Gage . . . . .	Worcester.
Jeannette Elizabeth Gates . . . . .	Worcester.
Ida Josephine Griffin . . . . .	Spencer.
Sadie Haynes Grout . . . . .	Worcester.
Fanny Maria Hamilton . . . . .	Worcester.
Margaret Mary Hanley . . . . .	Worcester.
Mary Milton Harvey . . . . .	Worcester.
Kate Maria Healy . . . . .	Worcester.
Minnie Eliza Howe . . . . .	Millbury.
Elva Catherine Jenkins . . . . .	Worcester.
Nellie Gertrude Jerome . . . . .	Worcester.
Cora Emma Kemp . . . . .	Worcester.
Marietta Knight . . . . .	Worcester.
Honora Lucy Murphy . . . . .	Worcester.
Mary Jane Newton . . . . .	Greenfield.
Abigail Loretta O'Hara . . . . .	Worcester.
Helen Louise Osborn . . . . .	Worcester.
Mary Teresa Power . . . . .	Worcester.
Miriam Frances Proctor . . . . .	Spencer.
Alice Irene Prouty . . . . .	Spencer.
Mary Ellen Reynolds . . . . .	Worcester.
Olive Russell . . . . .	Worcester.
Mary Ann Agnes Short . . . . .	Worcester.
Juliette Winnifred Smith . . . . .	Quinsigamond.
Minnie Belle Stearns . . . . .	North Lcominster.
Louise Adelia Stockdale . . . . .	Worcester.



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Helen Frances Walker . . . . .	<i>Latrobe, Penn.</i>
Jenny Woodward . . . . .	<i>Worcester.</i>
Bertha Caroline Yeaton . . . . .	<i>Worcester.</i>

**SPECIAL STUDENT.**

Frank Le Roy Johnson (Grad. Vt State Nor. Sch.), *Worcester.*

**SUMMARY OF NUMBERS.**

Graduates . . . . .	15
First Class (January, 1885) . . . . .	22
First Class (June, 1885) . . . . .	14
Apprentices . . . . .	12
Second Class . . . . .	17
Third Class . . . . .	30
Fourth Class . . . . .	47
Special Student . . . . .	1
	<hr/>
	158
Deduct for names printed twice . . . . .	2
	<hr/>
Total members for the year . . . . .	156

## CIRCULAR OF INFORMATION.

### HISTORICAL.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school : —

"By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the City of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

"The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished."

The building is of stone, capacious, conveniently arranged in every detail, massive and handsome in external appearance. The eminence upon which it stands commands a view of city, village, and country, for many miles around.

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

## DESIGN OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows:—

“The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

“To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

“The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

### “STUDIES.

#### “TWO-YEARS’ COURSE.

“Arithmetic, Algebra, Geometry, Book-keeping.

“Physics, Astronomy, Chemistry.

“Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“Penmanship, Drawing, Vocal Music, Gymnastics.

“Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

#### “FOUR YEARS’ COURSE.

“In addition to the studies named above, the Four-Years’ Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

“Advanced Chemistry, Physics, and Botany.

“Drawing, English Literature, General History.

“Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

### APPRENTICESHIP.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day, or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner:—

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear,—concerning ways of teaching, cases of discipline, and the like,—keeping in mind always the private character of the daily

life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices, not however with any notion of its being printed, gives an account of a week's experience:—

MONDAY, March 9, 1885.—Instead of having the children read wholly from the readers, we let one class read from slips of paper upon which Miss — and I have, as we had time, been copying selections from another book. I should have thought the children would have liked it very much for a change, but they did n't seem to like it any better than reading the usual lessons. I think the reason was that, as every slip was different, those who were not reading had to sit up and listen, and could n't even prompt or correct mistakes—they like to have some active part in what is going on.

I have occasionally, as I had time at noon, drawn some picture on the blackboard. One night after school, pointing to a picture of a rabbit on the blackboard, I asked a boy what it was. "Rabbit," he answered, quickly. "How did you know?" "Long ears," was his brief reply.

TUESDAY, March 10.—Each morning, after the opening exercises, the children have singing and also usually some individual exercise in music. Although most of them have been in school less than two years they seem very skilful in reading the notes by letter and in singing from numbers that are put on the board, thus, — 1, 2, 3, 2, 3, 3, 1, 3, 2, 4, 5, 3, 1, 1. If they are giving attention and keep the place, they can follow the changes almost perfectly. Once in a while, when they are singing, some boy will try to put in variations by singing up on *very* high notes. The rest usually pay no attention to this, but sing on in correct tune.

To-day I told the first class that they might write a story about a boy and girl who went a-fishing, making it up and writing *whatever* they pleased. Some went directly to writing, while others had to think quite a while. Finally, one boy said, "I don't know how to commence." I told him to say, "Once upon a time," if he could n't think of anything else. Most of them had a more original beginning. One girl covered both sides of her slate.

One of the shorter ones was something like this:

"John and his sister went with him and they caught six of them they were nice and then they took them home and skin them with a

knife and eat them and they were nice and every one has a pice and they did look good they ate them all up an did not saye I don't like fish."

WEDNESDAY, March 11. — At the Normal School. One of the teachers talked to us to-day about teaching children the sums of certain numbers at sight. If the children could learn the sums of some numbers and remember them, it would save them some time and trouble, I should think. If they could only remember that  $2+2=4$ ,  $3+1=4$ ,  $2+3=5$ , etc., without counting up, it would help them say their tables and do combination examples.

During one of the periods, as we did not have enough to talk about in connection with our school work, the teacher commenced reading a very interesting story to us. It is an English translation of a Danish drama, and I hope we shall hear the whole of it

On the platform we apprentices sang the "action song" that we have been learning. I feared that some of us would laugh, but we succeeded in keeping sober.

THURSDAY, March 12. — This afternoon there were three lady visitors in our school. It has previously seemed to me that these children had n't learned the art of "showing off," or of acting differently when visitors are in, but to-day they seemed a little conscious of being watched and were quite mischievous and ready to laugh. Once in a while the ladies would see something that they could not help laughing at, and that seemed to please the boys and they laughed too.

The teacher asked me this afternoon to tell the children a story. So I told them one that I happened to hear read last evening, "The Dog of Flanders." I changed it a little, so that it should have a pleasant ending. The children are always quiet and orderly when a story is told to them.

The teacher suggested that I have the children recall and write some time to-morrow a part of the story I told to-day.

FRIDAY, March 13 — To-day I gave the drawing lesson to the second class, instead of to the whole school, as I usually do. I like better to give it to the whole school, there seems to be more interest, and better attention is given.

Yesterday we drew an ellipse and then changed it into a locket. To-day I told them to make the same thing that we drew yesterday. Quite a number remembered and drew the locket

Two of our nice girls left school to-day. The school has, all the time, many more boys than girls. I wondered why, until my teacher told me that a great many of the girls go to the Sisters' School.

One of our big boys cried with toothache this morning. I pitied him, and I guess the teacher did, for she sent him home at recess. He did

not come back this afternoon. Just after school I saw him on Front Street selling papers and looking as well as usual.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form: —

[STATE NORMAL SCHOOL AT WORCESTER]

Report of the Apprentice-Work of .....

Grade ..... Street School.

Time from ..... to .....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.



## CONDITIONS OF ADMISSION.

The required age is, for young men, seventeen years ; for young women, sixteen. Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation. The course need not be pursued *continuously* to the end ; students may, and often do, obtain leave of absence, to teach, and resume their work afterwards.

To such as intend to teach in the public schools of Massachusetts, whether residents of this State or not, tuition is free ; those intending to teach in other States, or in private schools, are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses. •

*Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches : viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Express warning is given against trying to enter in the hope of “making up” deficiency in any of these departments.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

College and normal-school graduates only are received as special students.

The scope and character of the examinations are indicated by the “Questions” printed in the Appendix.

The regular examination begins on the first day of each term ; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days ; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the

school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

## GOVERNMENT AND DISCIPLINE.

Pupils are confronted with no code of rules. The school is governed through the suggestions, counsels and persuasions of the teachers. The importance of morals is emphasized by interrupting and postponing the regular exercises whenever moral exhortation or warning is needed. Nothing short of regular attendance, good behavior, and full allegiance to the school in all its designs and interests, is accepted as the condition of membership. Students must recognize school life as in itself an occupation, excluding every other for the time being, and must meet the generous provision of the State with devotion and singleness of purpose.

## HEALTH.

Pupils are instructed in the care of their health, and are assisted to put such instruction into practice.

They are carefully watched and are advised individually according to their needs.

In the study of physiology much effort is made to give to the instruction and investigations a practical turn, to deal with living questions of hygiene as they arise in every-day life, especially such as have a personal interest and importance to the pupils.

Ample and frequent recesses are not only allowed, but insisted on. No pupil is ever occupied with study or recitation more than forty minutes without an interval of complete relaxation. A lunch is taken at noon in a large, pleasant room, used for this purpose alone, and provided with tables, at which the pupils sit, in free social enjoyment. The intermission allowed for this repast is one hour long, and study is not allowed to infringe upon a moment of it.

Care is taken that, along with admonitions against hurry, time enough be given in order that students may not be obliged to hurry.

Finally, it is not assumed that every pupil present on a given day is able to do school-work. Those who find themselves ill, or

too much fatigued for duty, are advised to take immediate rest; and a quiet room, one of the lightest and pleasantest in the building, is set apart for their use. It is provided with easy-chairs and couches, and furnished with light reading-matter; and here any student may find, at the moment of need, quiet and rest. It should be added, that no instance of abuse of this privilege has come to our knowledge; while its value as a sanitary appliance has been fully proved.

### INCIDENTAL ADVANTAGES.

The city of Worcester is rich in means of culture; and these are freely offered to the pupils of the many schools, public and private, within her boundaries.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students and taken to the school for purposes of study and illustration.

Access can be readily had to the library of the American Antiquarian Society, which is especially full in the department of American History.

The Free Public Library is much used by students of the Normal School. This consists of a large and well-endowed reference library, and of a circulating department which is generously supported. Connected with it are reading-rooms supplied with upwards of one hundred and seventy-five papers and periodicals. The use of this institution is free in all its departments; and students are encouraged to avail themselves of its facilities, and politely assisted in pursuing investigations.

### RAILROAD FARES.

All the lines of railroad centering in Worcester issue season tickets to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

Students are advised, however, to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

## ACCOMMODATIONS AND EXPENSES.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. The principal willingly assists all who apply.

The average cost of board (generally including room, fuel, light, and washing) to those now in attendance who are away from home has been ascertained to be about four dollars per week.

The necessary incidental or miscellaneous expenses have averaged about four dollars and a half for each pupil for the term.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

## STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

## INVITATION.

The parents and friends of the pupils, and all others who are interested in schools, are cordially invited to visit this institution, and to observe for themselves its daily working.

The school committees of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

There is no session of the school on Monday. On other days the hours are from half-past nine o'clock to quarter to four,

with an intermission of an hour a little after noon. This arrangement has been found the most convenient for ninety-six per cent. of the pupils.

### ACKNOWLEDGMENTS.

The gift of many fresh specimens of tropical vegetation from the West Indies, by Capt. V. P. Parkhurst, of East Templeton.

The gift of a large Fossil Footprint, by Hon. Hamilton B. Staples, of Worcester.

The gift of valuable botanical specimens, by Mr. George Coult, of Worcester.

The gift of interesting minerals from the National Park, by Mrs. Frances M. Baker, of Worcester.

### COMMUNICATIONS

May be addressed to the principal, or to Hon. E. B. Stoddard, chairman of the Board of Visitors, Worcester.

## APPENDIX.

### Questions used at the Entrance Examination (written part), February, 1885.

These questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers, and others may receive copies of the examination questions regularly by applying to the principal.

#### UNITED STATES HISTORY.

(A) What text books in this branch have you studied?

(B) What books relating to the subject have you read?

1. Write a short account of the Indians, and especially state what you know of their present condition and prospects.
2. How came Europeans to discover and settle this country?
3. How did it happen that there were so many colonies?
4. What made the colonies unite at all, and what prevented their forming "a more perfect union"?
5. Give a short description and history of our Constitution.
6. Write a list of the Presidents since 1850, including the president-elect.
7. What presidents have been generals, and in what wars did they serve?
8. Make a list of the wars we have had, with such brief explanations or comments as occur to you.
9. What is "civil service reform"?
10. Choose one:
  - (a) What has the President to do with making the laws?
  - (b) Who are the U. S. senators from Massachusetts?
  - (c) Who was Benjamin Franklin?
  - (d) What do southern people say they fought for in the late civil war?

**GEOGRAPHY.**

(A) How long since you studied geography?

(B) What text books have you used?

1. (a) What season is it in China?  
 (b) Is it night or day at the South Pole?  
 (c) When are the days and nights equal?  
 (d) What is the shape of the earth's orbit?  
 (e) In what direction does the earth rotate?
2. (a) Which continents are crossed by the equator?  
 (b) Which are wholly in the eastern hemisphere?  
 (c) Which are crossed by the prime meridian?  
 (d) Which one extends farthest south?  
 (e) What country directly east of Mexico?
3. (a) Which is warmer, Greenland or Norway?  
 (b) What wind brings clear weather?  
 (c) What does falling barometer indicate?  
 (d) Is the greatest rainfall in the equatorial, temperate or polar regions?  
 (e) What is the direction of the trade winds in the northern hemisphere?
4. (a) How many high tides are there in one day?  
 (b) Name a cold current in the Atlantic.  
 (c) Name a warm current in the Pacific.  
 (d) What is the direction of the equatorial current?  
 (e) Does the Gulf Stream help or hinder a ship going from Liverpool to New York?

5. Fill in what you can of the following:

	Capital.	River.	Lake.	Mountains.
Bolivia, . . . . .				
Switzerland, . . . . .				
Siberia, . . . . .				
Ethiopia, . . . . .				
New South Wales, . . . . .				

6. Fill in what blanks you can in the following:

The German Empire consists of four kingdoms, namely, —, —, —, —; three free cities, —, —, —; two imperial provinces, —, —; besides, —, —. The present ruler is —, and the government is, —.

The capital is ———, in the kingdom of ———. The surface of the northern part is ———, while the southern part is ———. Famous for its art galleries is ——— in Saxony, while ——— on the Rhine, is noted for its cathedral. Near the mouth of the ——— is ———, one of the chief commercial cities of Europe.

7. *United States.*

- (a) Where are the Great Plains?
- (b) Where is the Great Basin?
- (c) Where is the Cotton Belt?
- (d) Where is the oil region?
- (e) What are the chief imports?

8. *Massachusetts.*

- (a) What counties are on the Atlantic coast?
  - (b) Name the principal mountains.
  - (c) For what is Berkshire county noted?
  - (d) What are some of the principal schools and colleges?
  - (e) What is manufactured in the state?
9. (a) Name three plants characteristic of the torrid zone.  
(b) Three fruits from southern Europe.  
(c) Two animals, natives of South America.  
(d) Some of the minerals found in Austria.  
(e) What foodstuffs are imported by Massachusetts?

GRAMMAR.

"In the first autumn after the opening of the school, each boy that chose to do so, made a box of planks, fitted one end with a door that would fall at the touch of a trigger, and having found a promising spot, there set his trap."

- 1. *Autumn*: Proper or common noun?
- 2. Write the principal parts of all the verbs in the sentence.
- 3. "Each boy that chose to do so": Parse *each*, *that*, *to do*, and *so*.
- 4. Write separately each "clause" of the sentence.
- 5. Write three "adverbial phrases" found in the sentence.
- 6. Parse *having found*, *would fall*, and *promising*.
- 7. What is the "subject" of *set*?
- 8. Write every word that is used in the sentence as the "object" of a verb.
- 9. Change the sentence in such a way as to put the verbs *made* and *set* into the "passive voice."



**ARITHMETIC.**

(A) How long is it since you studied Arithmetic?

(B) What text-books have you used?

As the examiners wish to see every step in the solutions, all the figuring must be handed in. Decimals are to be carried three places and no more.

1. (a) How many dozen in a gross?  
(b) How many sheets in a quire?  
(c) How many liters in a hektoliter?  
(d) How many inches in a cubit?  
(e) How many lunar months in a year?
2. A pile of wood is 48 ft. long, 4 ft. wide, and  $3\frac{1}{2}$  ft. high. How much is it worth at \$8.50 a cord?
3. Define the following terms: cube root, common multiple, discount, premium, stock.
4. A sum of money being put on interest at 6 per cent. gained \$462 in 3 yrs. 8 m. What was the principal?
5. Write a receipted bill for 8 quires of paper at 20 cents a quire, 4 packages of envelopes at 15 cents a package, and 1 dozen pens at 10 cents.
6. How long is one side of a square field which contains 4 times as much land as a rectangular field 169 rds. long and 196 rds. wide?
7. 
$$\begin{array}{r} 17\frac{1}{2} \div 2\frac{3}{4} = ? \\ 1\frac{1}{2} \times 4\frac{3}{4} = ? \end{array}$$
8. A had \$8,424, B had \$3,648, and C had \$6,000. B lost \$1,216 and then borrowed  $\frac{1}{3}$  of A's and  $\frac{1}{4}$  of C's, and invested what he then had and doubled it, lacking \$500. He then returned the money he borrowed, paying 5 per cent. for the use of it. How much money had each after the transaction?
9. *Solve by proportion:*  
If 12 men build a wall in 25 days how long will it take 60 men to do the same work?

**SPELLING.**

- |                   |                           |                     |
|-------------------|---------------------------|---------------------|
| 1. cowardice.     | 13. half-past two o'clock | 25. cynical.        |
| 2. gorgeous.      | 14. comparative.          | 26. conscientious   |
| 3. conjure.       | 15. embargoes.            | 27. ingratiate.     |
| 4. mischievous.   | 16. analysis.             | 28. fragility.      |
| 5. calendar.      | 17. acquiesce.            | 29. comprehensible. |
| 6. municipal.     | 18. volatile              | 30. friendliness.   |
| 7. antaretic.     | 19. encyclopædia.         | 31. cemetery.       |
| 8. anoint.        | 20. taciturn.             | 32. symmetrical.    |
| 9. paltry.        | 21. emollient.            | 33. grammar.        |
| 10. bird's-nests. | 22. evanescent.           | 34. psychology.     |
| 11. ellipse.      | 23. dentifrice.           | 35. meridian.       |
| 12. analyze.      | 24. superintendent.       | 36. vertical.       |

## GRADUATES.

NOTE.— All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

### First Class, July, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriette Crook . . . . .	<i>Valley Falls.</i>
Ella Endora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
Marianna Newton . . . . .	<i>Worcester.</i>
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

### Second Class, January, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Milly Jane Hall . . . . .	<i>Upton.</i>
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCanu . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>

## Third Class, July, 1877.

NAMES.	RESIDENCES.
Carrie Maria Adams . . . . .	Worcester.
Emma Abbie Bigelow . . . . .	Holden.
Ida Frances Boyden . . . . .	Oakham.
Jennie Ellis Chandler . . . . .	Duxbury.
Bessie Alice Chase . . . . .	Worcester.
Josepha Percy Chase . . . . .	Worcester.
Katie Agnes Coughlin . . . . .	Worcester.
Mabel Crane . . . . .	Blackstone.
Mary Rebecca Doherty . . . . .	Worcester.
Eliza Ann Fairbanks . . . . .	Westborough.
Ellen Montgomery Fitts . . . . .	Worcester.
Mary Elizabeth Fitzgerald . . . . .	Worcester.
Ida Louise Gaskill . . . . .	Blackstone.
Ella Eudora Hall . . . . .	Worcester.
Mary Field Harrington . . . . .	Worcester.
Anna Beatrice Hopkins . . . . .	Worcester.
Olive Rice Jenks . . . . .	Spencer.
Lucia Naomi Jennison . . . . .	East Templeton.
Mary Anne Kean . . . . .	Worcester.
Anna Maria Murray . . . . .	Worcester.
Katie Ann McCarthy . . . . .	Worcester.
Minnie Willietta Sherman . . . . .	Worcester.
Anna Maud Smith . . . . .	Worcester.
Hattie Urania Thwing . . . . .	Worcester.
Annie Teresa Timon . . . . .	Worcester.
Isabella Livingston Tullis . . . . .	Worcester.
Jennie Abbie Whitney . . . . .	Worcester.

## Fourth Class, January, 1878.

Lizzie Joanna Andrews . . . . .	Worcester.
Addie Jane Booth . . . . .	Worcester.
Ella Agnes Casey . . . . .	Worcester.
Lizzie Edwina Chapin . . . . .	Worcester.
Jennie Cora Clough . . . . .	Worcester.
Edna Currier . . . . .	Worcester.
Anna Crosby Cutting . . . . .	Templeton.
Katie Anna Fallon . . . . .	Worcester.
Addie Eliza Kendall . . . . .	Worcester.
Armina Lillian Paul . . . . .	Worcester.
Lilla Maria Rice . . . . .	Grafton.
Fanny Louise Smythe . . . . .	Worcester.
Marietta Sykes . . . . .	Blackstone.
Mary Alice Winter . . . . .	Northbridge.

## Fifth Class, July, 1878.

NAMES.	RESIDENCES.
Nettie Eliza Adams . . . . .	<i>Fitchburg.</i>
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsy Sargent . . . . .	<i>South Gardner.</i>
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>

## Sixth Class, January, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Francis Kinne . . . . .	<i>Plainfield, Conn.</i>
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>North Brookfield.</i>

## Seventh Class, July, 1879.

Eugene Bacon . . . . .	<i>Frammingham.</i>
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
Edwin Thomas Painter, B. S. . . . .	<i>Worcester.</i>
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## Eighth Class, July, 1880.

NAMES.	RESIDENCES.
Sarah Maria Averill . . . . .	Plainfield, Conn.
Cora Anna Baldwin . . . . .	Worcester.
Mary Elizabeth Barnard, . . . . .	Harvard.
Mary Mead Bowen . . . . .	Mianus, Conn.
Mary Etta Buxton . . . . .	Worcester.
Sarah Maria Davis . . . . .	Webster.
Daisy Alice Miranda Fairchild . . . . .	Worcester.
Hattie Grant Gates . . . . .	Worcester.
Mary Gertrude Griggs . . . . .	Worcester.
Etta Lorenda Hill . . . . .	West Upton.
Caroline Elizabeth Howe . . . . .	Paxton.
Mary Anne Kane . . . . .	North Brookfield.
Harriet Lightbourn . . . . .	Worcester.
Alice Eliza Meriam . . . . .	Worcester.
Emma Sophronia Peirce . . . . .	Leicester.
Nellie Louisa Pierce . . . . .	Chesterfield, N. H.
Rosa Isabelle Seavey . . . . .	Worcester.
Anna Philena Smith . . . . .	Cent'l Village, Conn
Maude Mary Smith . . . . .	Grafton.
Marina Harwood Tucker . . . . .	North Brookfield.

## Ninth Class, July, 1881.

N. B.—Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see page 13) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) . . . . .	Worcester.
Hattie Bond Andrews (A) . . . . .	Worcester.
Olive Maria Butler . . . . .	Worcester.
Elida Maria Capen (A) . . . . .	Charlton.
Rebecca Harlow Davie . . . . .	Worcester.
Wilton Herbert Desper, B.S. . . . .	Worcester.
Edward Doolittle Fitch . . . . .	Worcester.
Anna Trask Kelley (A) . . . . .	Worcester.
Mary Emily McCormick (A) . . . . .	Worcester.
Alice Caroline Mason (A) . . . . .	Worcester.
Catherine Theresa Nevins (A) . . . . .	Nantucket.
Georgiana Maria Newton (A) . . . . .	Worcester.
Bertha May Peckham (A) . . . . .	Southborough.
Elizabeth Nettie Robinson . . . . .	Templeton.
Angenette Ethelinda Stone (A) . . . . .	Northbridge.
Jennie Matilda Tainter (A) . . . . .	Worcester.

## Tenth Class, January, 1882.

NAMES.	RESIDENCES.
Florence Bicknell (A) . . . . .	Rowe.
Alice Chapin (A) . . . . .	Auburn.
Abbie Mitchell Dorr . . . . .	Southborough.
Mary Blake Dudley (A) . . . . .	Worcester.
Emma Gertrude Goodwin (A) . . . . .	Worcester.
Abbie Calista Hale . . . . .	Hubbardston.
Lizzie Frances Jones (A) . . . . .	Lunenburg.
Fransess Dolbell Martin . . . . .	Worcester.
Ida Marion McCambridge (A) . . . . .	Worcester.
Elizabeth Adelaide Potter . . . . .	Worcester.
Mary Ella Proctor (A) . . . . .	Worcester.
Anna Bush Ranger (A) . . . . .	Worcester.
Sarah Lydia Sawyer . . . . .	Fitchburg.
Caroline Isabel Stone (A) . . . . .	Auburn.
Mabel Burnside Tew (A) . . . . .	Worcester.
Anna Laura Wells (A) . . . . .	Rowe.
Mary Blanche Wheatly (A) . . . . .	Worcester.

## Eleventh Class, June, 1882.

Harriet Almira Baker . . . . .	Phillipston.
Addie Maria Blenus . . . . .	Worcester.
Anna Theresa Cavanaugh (A) . . . . .	Worcester.
Louis Richards Condry . . . . .	Groton.
Ann Foskett (A) . . . . .	Webster.
Mary Elizabeth Horgan (A) . . . . .	Worcester.
Mary Eliza Jenks (A) . . . . .	Spencer.
Julia Ardelle Mann (A) . . . . .	Blackstone.
Edwin Scott Mathews, B.S. . . . .	Worcester.
Grace Emily Pearl (A) . . . . .	Southborough.
Ada Dora Saunders (A) . . . . .	Worcester.
Jennie Melenda Sprout . . . . .	Worcester.
Anna Daniels Stowell (A) . . . . .	Worcester.
Mary Florence Stratton (A) . . . . .	Millbury.

## Twelfth Class, January, 1883.

Martha Dowse Adams (A) . . . . .	Worcester.
Harriet Annie Colton . . . . .	Oxford.
Mary Ellen Convery (A) . . . . .	Worcester.
Hannah Mary Kickham (A) . . . . .	Worcester.
Mary Catherina Morrissey (A) . . . . .	Worcester.
Mabel Piper (A) . . . . .	Worcester.
Anna Theresa Smith (A) . . . . .	Worcester.

NAMES.	RESIDENCES.
Mary Celia Smith (A) . . . . .	Worcester.
Etta Melissa Thayer (A) . . . . .	Worcester.
Etta Theresa Whalen (A) . . . . .	Worcester.

## Thirteenth Class, June, 1883.

Ada Bartlett Braman . . . . .	Worcester.
Minnie Anna Burgess Chase . . . . .	Worcester.
Louise Frances Clark (A) . . . . .	Paxton.
Mary Louise Gafney (A) . . . . .	Worcester.
Alphonsine Talon L'Esperance (A) . . . . .	Worcester.
Mary Frye Lewis . . . . .	Willimantic, Conn.
Mary Agnes McGillicuddy . . . . .	Worcester.
Mary Alice Marshall . . . . .	Still River.
Jessie Moore Nichols . . . . .	Auburn.
Jennie Mitchell Perrin . . . . .	Westborough.
Alice Valentine Phelps . . . . .	Worcester.
Estella Virginia Rolston (A) . . . . .	Worcester.
Jeannie Elizabeth Sanderson (A) . . . . .	Worcester.
Mary Gertrude Smith (A) . . . . .	Quinsigamond.
Agnes Rose Stewart (A) . . . . .	Worcester.
Abbie Josephine Taft (A) . . . . .	Worcester.
Lizzie Minnie Urban . . . . .	South Westminster.
Octavia Howard Vaughan (A) . . . . .	Worcester.
Hattie Louisa White . . . . .	Boylston Centre.
Margaret Osgood Whitney . . . . .	Worcester.
Grace Carpenter Williams (A) . . . . .	Gardiner, Me.

## Fourteenth Class, January, 1884.

Mary Louise Blenus (A) . . . . .	Worcester.
Daniel Henry Casey . . . . .	Worcester.
Ellen Gertrude Daley (A) . . . . .	Worcester.
Adelia Teresa Gauren (A) . . . . .	Worcester.
Eliza Tainter Gilbert (A) . . . . .	Worcester.
Eudora Estella Hay . . . . .	Worcester.
John Edward Lynch . . . . .	Worcester.
Nellie Abbie Robbins (A) . . . . .	Rochester, N. Y.

## Fifteenth Class, June, 1884.

Maria Fernald Bosworth (A) . . . . .	Worcester.
Maud Loetta Davis (A) . . . . .	Worcester.
Ellen Frances Fallon . . . . .	Worcester.
Margaret Frances Hagan . . . . .	Worcester.
Lilla Ingalls . . . . .	East Templeton.
Mary Jessie King . . . . .	Middleville, N. Y.

NAMES.	RESIDENCES.
Etta Rosella Leonard (A)	Worcester.
Mary McCann (A)	Leominster.
Anna Gertrude Melanefy (A)	Worcester.
Annie Ward Newell (A)	Millbury
Helena Bridget O'Keefe (A)	Worcester.
Edith Marietta Rolston (A)	Worcester.
Mary Lucy Seavey (A)	Worcester.
Alice Alberta Tatman (A)	Quinsigamond.
Elizabeth Pickering Thompson	Durham, N. H.
Katy Adaline Wilder	Sterling.

## Sixteenth Class, January, 1885.

Katherine Blanche Adams	Worcester.
Mary Louise Burroughs	Boxborough.
Minnie Jennie Condry (A)	Worcester.
Emma Florence Davis	Shrewsbury.
Cora Belle Drew	Burlington, Vt.
Anna Gertrude Foley (A)	Worcester.
Julia Elizabeth Green (A)	Worcester.
Lucy Maria Green (A)	Worcester.
Catharine Aloysia Hackett (A)	Worcester.
Annie Maria Ham (A)	Worcester.
Carrie Adaline Hildreth (A)	Worcester.
Mary Anne McBride (A)	Worcester.
Ellen Gertrude McGillicuddy (A)	Worcester.
Mary Agnes Morrissey (A)	Worcester.
Delia Isabel Newbury (A)	Worcester.
Carrie Louise Paige (A)	Hardwick.
Ida May Parsons (A)	Holden.
Frances May Prentice (A)	Westborough.
Hannah Sheehan (A)	Whitinsville.
Mary Elizabeth Talbot Tandy	Athol.
Ella Maria Wells (A)	Deerfield.
Alvena Betsy Williams (A)	Paxton.



**SPECIAL STUDENTS,**  
WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

**1881.**

Francis Patrick McKeon, A. B.  
Richard Henry Mooney, A. B.

**1882.**

Thomas William Butler.  
Owen Henry Conlin, A. B.  
Peter Andrew Conlin, A. B.  
Edward Aloysius Quinland, A. B.

**1883.**

Arthur Hay, A. B.

**SUMMARY OF NUMBERS.**

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Number in the Eleventh Class . . . . .	14
Number in the Twelfth Class . . . . .	10
Number in the Thirteenth Class . . . . .	21
Number in the Fourteenth Class . . . . .	8
Number in the Fifteenth Class . . . . .	16
Number in the Sixteenth Class . . . . .	22
Total number of graduates . . . . .	248
Number of Certificated Students . . . . .	7

**ANNIVERSARY ADDRESSES**

Have been given by the following persons:—

In 1877, by William T. Harris, LL.D., of St. Louis.

In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.

In 1879, by Alexander H. Rice, LL.D., of Boston.

In 1880, by Mrs. Julia Ward Howe, of Boston.

In 1881, by Rev. Francis Tiffany, of West Newton.

In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.

In 1883, by Mrs. Ednah D. Cheney, of Boston.

In 1884, by Prof. G. Stanley Hall, Ph.D., of Baltimore.

**EXTRACT FROM THE FORTY-EIGHTH ANNUAL REPORT  
OF THE STATE BOARD OF EDUCATION (pp. 43-44).**

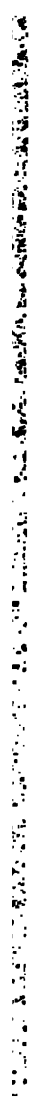
"The Visitors [of the Worcester School] report with satisfaction the continued prosperity and usefulness of this School. It has completed the first decade of its existence. From the first all the energies of its instructors have been devoted to the one end of improving the public schools of the Commonwealth through better teaching and better management.

"No person has ever been admitted to this school as a pupil, who did not come with singleness of purpose to prepare for the vocation of a teacher. A high standard of scholarship and discipline has been maintained, and an enlightened and liberal professional spirit has been breathed into its students. Its influence has been widely felt, and its reputation stands high in the community from which it draws its support.

"The records of the school, since its establishment ten years ago, show a membership of six hundred and one (601) students. Fifteen classes have been graduated, numbering, in the aggregate, two hundred and twenty-six (226). Not less than ninety-five (95) per cent. of these graduates have rendered faithful and valued service for terms of some length as teachers in the public schools of the State; and more than seventy (70) per cent. are teaching in those schools to-day.

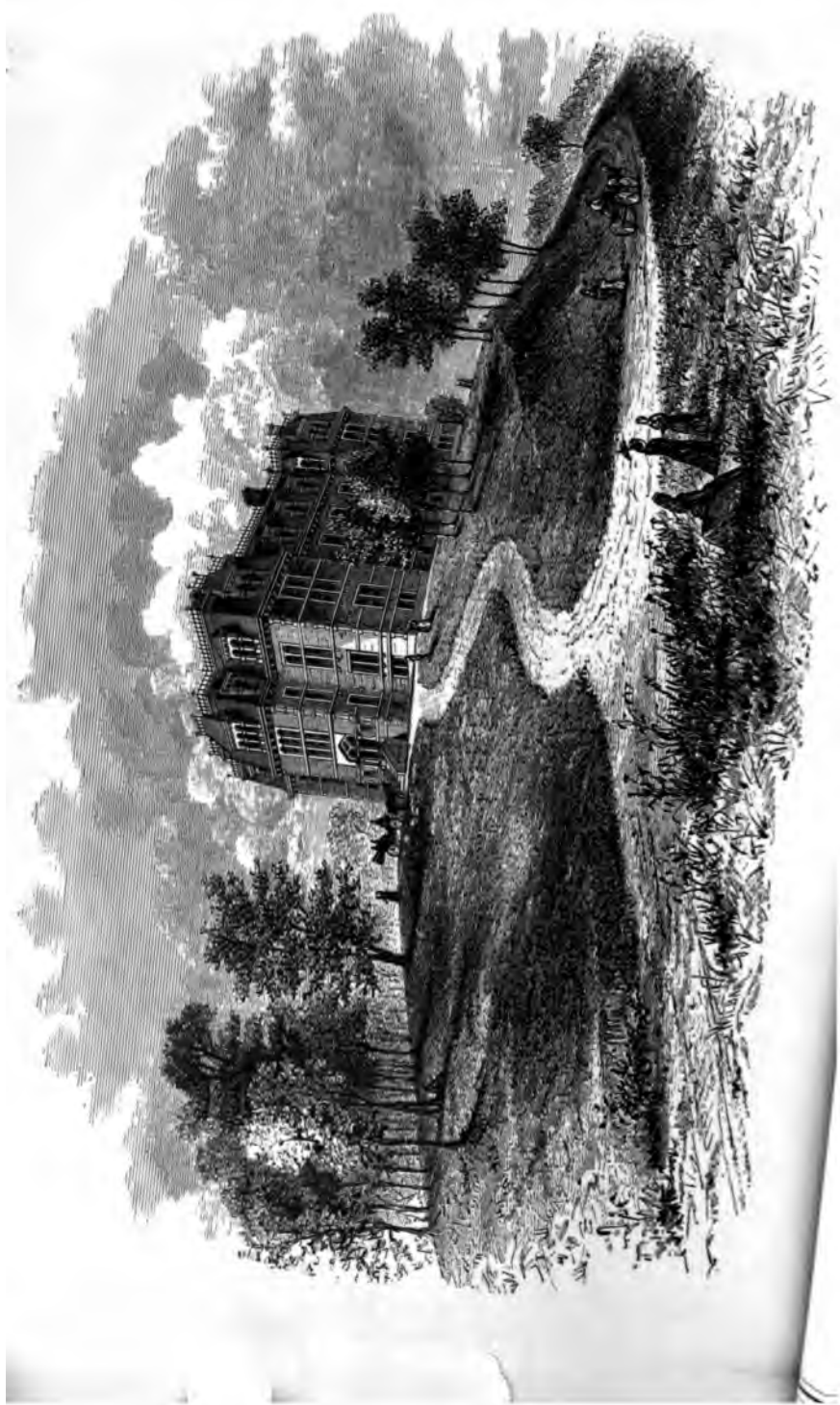
"There is abundant evidence that these teachers are doing their work in accordance with sound principles, and that these principles are applied with good sense and due regard to the needs and wishes of the community.

"It has been the constant aim of the school to prepare teachers who should prove to be not only well qualified for their duties, but acceptable to those who employ them, and it is the belief of the Visitors, founded upon testimony from many quarters, that in this respect the school has been remarkably successful. During the current year [1884] the harmony, interest, and efficiency of the school have been fully sustained."





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BY  
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PUBLISHED



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MASSACHUSETTS  
**State Normal School**  
AT WORCESTER.

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TWELFTH YEAR, 1886.



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1886.

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## STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

### EX OFFICIO.

HIS EXCELLENCY GEORGE D. ROBINSON, CHICOPEE.

HIS HONOR OLIVER AMES, EASTON.

### BY APPOINTMENT.

HORACE E. SCUDDER, ESQ.	- - -	CAMBRIDGE.
<i>Term expires May 25, 1886.</i>		
ADMIRAL P. STONE, LL. D.	- - -	SPRINGFIELD.
<i>Term expires May 25, 1887.</i>		
MISS ABBY W. MAY	- - -	BOSTON.
<i>Term expires May 25, 1888.</i>		
HON. MILTON B. WHITNEY	- - -	WESTFIELD.
<i>Term expires May 25, 1889.</i>		
FRANCIS A. WALKER, LL. D.	- - -	BOSTON.
<i>Term expires May 25, 1890.</i>		
EDWARD C. CARRIGAN, ESQ.	- - -	BOSTON.
<i>Term expires May 25, 1891.</i>		
HON. ELIJAH B. STODDARD, A. M.	- - -	WORCESTER.
<i>Term expires May 25, 1892.</i>		
REV. ALONZO A. MINER, D. D.	- - -	BOSTON.
<i>Term expires May 25, 1893.</i>		

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### SECRETARY.

HON. JOHN W. DICKINSON, A. M. - - - NEWTON.

### ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST - - - - - BOSTON.

### AGENTS.

GEORGE A. WALTON, A. M.	- - -	NEWTON.
GEORGE H. MARTIN, A. M.	- - -	BRIDGEWATER.
JOHN T. PRINCE	- - -	WALTHAM.

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### BOARD OF VISITORS.

1. E. B. STODDARD, A. M.     ADMIRAL P. STONE, LL. D.  
HON. JOHN W. DICKINSON, A. M.

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•  
*TEACHERS.*

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E. HARLOW RUSSELL, PRINCIPAL.

MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS JULIET PORTER.

HENRY W. BROWN.

MISS HELEN F. MARSH.

JAMES S. WHITMAN.

MRS. MARION J. SUMNER.

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ABRAM EVERETT     -     -     -     JANITOR.

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## THE CALENDAR.

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THIRTEENTH SCHOOL YEAR, 1886-87.

**FIRST (FALL) TERM, 1886.**

September 9, Thursday, . . . Entrance examination begins.  
Thanksgiving week, . . . . . Mid-term recess.  
January 27, 1887, Thursday, . . . First term ends.

WINTER VACATION, ONE WEEK.

**SECOND (SPRING) TERM, 1887.**

February 3, Thursday, . . . Entrance examination begins.  
Last week in April, . . . . . Mid-term recess.  
June 23, Thursday, . . . . . School year ends.

SUMMER VACATION, ELEVEN WEEKS.

Fourteenth School Year (1887-88) begins with entrance examination  
on Thursday, September 8, 1887.

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### SPECIAL NOTICE.

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Entrance examinations occur twice a year,—at the beginning of each term,—and at no other time.

Exercises of graduation occur once a year only,—namely, on the last day of the summer term,—and are always open to the public.

There is no session of the school on Monday. On other days the hours are from half-past nine o'clock to quarter to four, with an intermission of an hour a little after noon.

Communications may be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, 137 Pleasant Street.

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## STUDENTS.

### PURSING POST-GRADUATE STUDIES.

N.B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 15) in the public schools of the city of Worcester.

Martha Dowse Adams (A)	.	.	.	.	.	.	Worcester.
Effie Lillian Bennett	.	.	.	.	.	.	Worcester.
Mary Louise Blenus (A)	.	.	.	.	.	.	Worcester.
Ella Agnes Casey	.	.	.	.	.	.	Worcester.
Mary Ella Clarke	.	.	.	.	.	.	Paxton.
Jennie Cora Clough	.	.	.	.	.	.	Worcester.
Mary Blake Dudley (A)	.	.	.	.	.	.	Worcester.
Anna Trask Kelley (A)	.	.	.	.	.	.	Worcester.
Ella Jane Lyford	.	.	.	.	.	.	Spencer.
Annie Ward Newell (A)	.	.	.	.	.	.	Millbury.
Alice Valentine Phelps	.	.	.	.	.	.	Worcester.
Edith Marietta Rolston (A)	.	.	.	.	.	.	Worcester.
Marina Harwood Tucker	.	.	.	.	.	.	North Brookfield.
Marion Capitola Tucker	.	.	.	.	.	.	North Brookfield.
Mary Alice Winter	.	.	.	.	.	.	Northbridge.

### FIRST CLASS — JANUARY, 1886.

Alice Lucina Bainbridge (A)	.	.	.	.	.	.	Worcester.
Alice Rosilla Barton (A)	.	.	.	.	.	.	Upton.
Grace Rebecca Everett (A)	.	.	.	.	.	.	Worcester.
Edith May Harding (A)	.	.	.	.	.	.	Worcester.
Sarah Wyman Hay (A)	.	.	.	.	.	.	Worcester.
Nellie Francene Monroe (A)	.	.	.	.	.	.	Rutland.
Julia Agnes Quinn (A)	.	.	.	.	.	.	Worcester.
Margaret Scott (A)	.	.	.	.	.	.	Burlington, Vt.
Anna Gertrude Thompson (A)	.	.	.	.	.	.	Worcester.
Carrie Alona Thompson (A)	.	.	.	.	.	.	Worcester.

## FIRST CLASS—JUNE, 1886.

(A)	.	.	.	.	.	.	Grafton.
nister	.	.	.	.	.	.	Worcester.
Bemis	.	.	.	.	.	.	Spencer.
Camp (A)	.	.	.	.	.	.	Worcester.
es (A)	.	.	.	.	.	.	Leominster.
rt (A)	.	.	.	.	.	.	Worcester.
artwell (A)	.	.	.	.	.	.	Oxford.
Higgins (A)	.	.	.	.	.	.	Worcester.
son	.	.	.	.	.	.	Westborough.
Joyce (A)	.	.	.	.	.	.	Worcester.
Maynard (A)	.	.	.	.	.	.	Worcester.
land	.	.	.	.	.	.	Sutton.
Peirce (A)	.	.	.	.	.	.	West Boylston.
nniman (A)	.	.	.	.	.	.	Worcester.
Randall (A)	.	.	.	.	.	.	Millbury.
gles (A)	.	.	.	.	.	.	Worcester.
Tucker (A)	.	.	.	.	.	.	Chelsea.
ney	.	.	.	.	.	.	Upton.
Wilmarth (A)	.	.	.	.	.	.	Worcester.

## APPRENTICES.

arnes	.	.	.	.	.	.	Worcester.
Brewster	.	.	.	.	.	.	Westborough.
n	.	.	.	.	.	.	Worcester.
ie Convery	.	.	.	.	.	.	Worcester.
le Cooke	.	.	.	.	.	.	Worcester.
Earley	.	.	.	.	.	.	Spencer.
letcher	.	.	.	.	.	.	Worcester.
iggins	.	.	.	.	.	.	Worcester.
k	.	.	.	.	.	.	Worcester.
n	.	.	.	.	.	.	West Millbury.
ight	.	.	.	.	.	.	Worcester.
Brewer Macomber	.	.	.	.	.	.	Worcester.
rsh	.	.	.	.	.	.	Leicester.
artridge	.	.	.	.	.	.	Worcester.
Elizabeth Robinson	.	.	.	.	.	.	Worcester.
Smith	.	.	.	.	.	.	Florence.

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Lilian Ainsworth Smith	. . . . .	<i>Dudley.</i>
Florence Sherman Waite	. . . . .	<i>Worcester.</i>
Lizzie Helen Wallis	. . . . .	<i>North Oxford.</i>
Margaret Louisa Walsh	. . . . .	<i>Worcester.</i>
Henrietta Maria Wright	. . . . .	<i>East Templeton.</i>

## SECOND CLASS.

Annie Josephine Butterfield	. . . . .	<i>Worcester.</i>
Jennie Ambrose Casey	. . . . .	<i>Worcester.</i>
Lulu Louise Clarke	. . . . .	<i>Worcester.</i>
Anna Burgess Collier	. . . . .	<i>Worcester.</i>
Margaret Anne Connolly	. . . . .	<i>Worcester.</i>
Amelia Louisa Diemar	. . . . .	<i>Worcester.</i>
Sarah Leighton Dinsmore	. . . . .	<i>Lowell.</i>
Catherine Teresa Donnelly	. . . . .	<i>Worcester.</i>
Margaret Mary Hanley	. . . . .	<i>Worcester.</i>
Addie Maria Harthan	. . . . .	<i>Worcester.</i>
Kate Maria Healy	. . . . .	<i>Worcester.</i>
Minnie Eliza Howe	. . . . .	<i>Millbury.</i>
Nellie Gertrude Jerome	. . . . .	<i>Worcester.</i>
Cora Emma Kemp	. . . . .	<i>Worcester.</i>
Marietta Knight	. . . . .	<i>Worcester.</i>
Emma Martha McCormick	. . . . .	<i>Worcester.</i>
Honora Lucy Murphy	. . . . .	<i>Worcester.</i>
Mary Jane Newton	. . . . .	<i>Greenfield.</i>
Abigail Loretta O'Hara	. . . . .	<i>Worcester.</i>
Lucy Reed Poland	. . . . .	<i>Worcester.</i>
Mary Teresa Power	. . . . .	<i>Worcester.</i>
Miriam Frances Proctor	. . . . .	<i>Spencer.</i>
May Caroline Rogers	. . . . .	<i>Worcester.</i>
Julia Winifred Smith	. . . . .	<i>Quinsigamond.</i>
Minnie Belle Stearns	. . . . .	<i>North Leominster.</i>
Louise Adelia Stockdale	. . . . .	<i>Worcester.</i>
Charlotte May Taylor	. . . . .	<i>Bolton.</i>
Bertha Caroline Yeaton	. . . . .	<i>Worcester.</i>

## THIRD CLASS.

Alice Harriet Belding	. . . . .	<i>Worcester.</i>
Carrie Maria Bunce	. . . . .	<i>Auburn.</i>

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Edith May Campbell . . . . .	<i>Pueblo, Col.</i>
Mary Jane Campbell . . . . .	<i>Worcester.</i>
Mary Agnes Cunningham . . . . .	<i>Worcester.</i>
Idaline Dawley . . . . .	<i>Plainfield, Conn.</i>
Anna Maria Dean . . . . .	<i>Worcester.</i>
Catherine Agnes Desmond . . . . .	<i>Bolton.</i>
Annie Elizabeth Fales . . . . .	<i>Westborough.</i>
Helen Augusta Fay . . . . .	<i>Athol Centre.</i>
Mary Agnes Flynn . . . . .	<i>Worcester.</i>
Minnie Isabel Gage . . . . .	<i>Worcester.</i>
Jeannette Elizabeth Gates . . . . .	<i>Worcester.</i>
Nettie May Grout . . . . .	<i>Spencer.</i>
Fanny Maria Hamilton . . . . .	<i>Worcester.</i>
Ida Etta Leland . . . . .	<i>Upton.</i>
Mary Mackin . . . . .	<i>Worcester.</i>
Effie Adella Merrill . . . . .	<i>Oakdale.</i>
Jeannette Morrill . . . . .	<i>Benton, N. H.</i>
Gertrude Emma Nash . . . . .	<i>Worcester.</i>
Helen Louise Osborn . . . . .	<i>Worcester.</i>
Mary Gertrude Overend . . . . .	<i>Worcester.</i>
Cora Almira Paige . . . . .	<i>Worcester.</i>
Dora Alvira Paige . . . . .	<i>Worcester.</i>
Alice Irene Prouty . . . . .	<i>Spencer.</i>
Mary Ellen Reynolds . . . . .	<i>Worcester.</i>
Olive Russell . . . . .	<i>Worcester.</i>
Mary Ann Agnes Short . . . . .	<i>Worcester.</i>
Mary Eliza Stearns . . . . .	<i>Barre.</i>
Helen Frances Walker . . . . .	<i>Latrobe, Penn.</i>
Jenny Woodward . . . . .	<i>Worcester.</i>

## FOURTH CLASS.

Viola Bertha Adams . . . . .	<i>Millbury.</i>
Helen Maria Avery . . . . .	<i>Lancaster.</i>
Martha Jennie Alton . . . . .	<i>Worcester.</i>
Abbie Frances Beaman . . . . .	<i>West Brookfield.</i>
Lavinia Persis Blake . . . . .	<i>Worcester.</i>
Flora May Boyden . . . . .	<i>Worcester.</i>
Mary Agnes Burns . . . . .	<i>Worcester.</i>

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Annie Maria Cairns . . . . .	<i>Hartford, Conn.</i>
Ellen Gertrude Carey . . . . .	<i>Worcester.</i>
Catherine Louise Carr . . . . .	<i>Milford.</i>
Stella Elizabeth Chapin . . . . .	<i>Worcester.</i>
Belle Josephine Clarke . . . . .	<i>Westborough.</i>
Ada Mary Condy . . . . .	<i>Worcester.</i>
Susan May Corbin . . . . .	<i>West Woodstock, Conn.</i>
Florence Lane Cota . . . . .	<i>New Braintree.</i>
Hattie Louisa Day . . . . .	<i>Worcester.</i>
Annie Eliza Dimick . . . . .	<i>Leicester.</i>
Bessie May Edmands . . . . .	<i>Westborough.</i>
Ida Childs Gleason . . . . .	<i>West Brookfield.</i>
Sadie Haynes Grout . . . . .	<i>Worcester.</i>
Lilian Elizabeth Hayden . . . . .	<i>Charlton.</i>
Lilian Maud Hammond . . . . .	<i>North Troy, Vt.</i>
Mary Elizabeth Hickey . . . . .	<i>Lancaster.</i>
Anna Miriam Johnson . . . . .	<i>Worcester.</i>
Catherine Agnes Kennedy . . . . .	<i>Worcester.</i>
Elizabeth Vaughn Lawrence . . . . .	<i>Worcester.</i>
Sarah Jennie Lowe . . . . .	<i>Lancaster.</i>
Ellen Teresa Mahony . . . . .	<i>Worcester.</i>
Alice Elizabeth Marsh . . . . .	<i>Leicester.</i>
Katherine Mathews . . . . .	<i>Westborough.</i>
Harriet Howe Maynard . . . . .	<i>Townsend.</i>
Sarah Ann McCormick . . . . .	<i>Worcester.</i>
Mary Modesta McGillicuddy . . . . .	<i>Worcester.</i>
Margaret Mary Millea . . . . .	<i>Worcester.</i>
Jennie Stuart Mill Morton . . . . .	<i>Webster.</i>
Catharine Josephine Murphy . . . . .	<i>Worcester.</i>
Mary Alice O'Gready . . . . .	<i>Worcester.</i>
Annie Brown Porter . . . . .	<i>Manchester, N. H.</i>
Annie Lilian Proctor . . . . .	<i>Easthampton.</i>
Mary Agnes Quinn . . . . .	<i>Worcester.</i>
Grace Emeline Remington . . . . .	<i>Worcester.</i>
Cora Ethelyn Smith . . . . .	<i>Westborough.</i>
Mary Alice Smith . . . . .	<i>Worcester.</i>
Flora Addy Strong . . . . .	<i>Sharksborough, Vt.</i>
Margaret Gertrude Sullivan . . . . .	<i>Worcester.</i>
Helen Cross Taft . . . . .	<i>Worcester.</i>

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Winifred Rosalie Todd	. . . . .	<i>Worcester.</i>
Catherine Elizabeth Whalen	. . . . .	<i>Worcester.</i>
Harriet Erwin Wheeler	. . . . .	<i>Worcester.</i>

## SPECIAL STUDENTS.

William Francis Carmody, B. A.	. . . . .	<i>Worcester.</i>
Frank LeRoy Johnson	. . . . .	<i>Holden.</i>

## SUMMARY OF NUMBERS.

Graduates	. . . . .	15
First Class (January, 1886)	. . . . .	10
First Class (June, 1886)	. . . . .	19
Apprentices	. . . . .	21
Second Class	. . . . .	28
Third Class	. . . . .	31
Fourth Class	. . . . .	49
Special Students	. . . . .	2
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Total attendance for the year	. . . . .	175

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## CIRCULAR OF INFORMATION.

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### HISTORICAL SKETCH.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school : —

“ By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“ The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (Sept. 15) the school was opened to pupils.

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*DESCRIPTION OF THE BUILDING.*

The building is a large, three-story, massive structure, built of stone, taken from the hill upon which it stands. Its position allows an extensive view of Worcester and its surroundings. From the front steps one looks down through clumps of trees, over the city lying spread within an inner circle of rolling country. The site moreover has all the advantages that light and air can give it. Though situated upon the outskirts of Worcester, it is not more than twenty minutes' walk from the Union Depot, wherein centre the various lines of railroad by which a large proportion of the pupils come in daily from their homes.

In its interior arrangement, the building is spacious and well-fitted to the educational needs of the school. On the first floor is a large corridor, running the entire length of the building, and connecting the two entrances. On one side is a laboratory, and a room containing a well-equipped work-bench, and a carefully chosen collection of specimens specially illustrative of the work in Natural Science carried on in the adjoining room. On the other side is a lunch-room, provided with tables and hot-closets, — the place of rendezvous for probably seven-eighths of the pupils every day between the hours of twelve and one. In addition there are, on this floor, unusually large and commodious dressing-rooms. On the second story is the teachers' room, and from it a door opening upon the platform of the hall, — a room of exceptional dimensions, amply lighted, and well set off with busts of eminent men, and with pictures, for the most part gifts of past graduating classes. On the sides are shelves containing carefully selected books of well recognized value. The hall has several entrances, and it communicates directly with three recitation-rooms. Over against the entrance to the teachers' room is a room set apart and arranged for the comfort of such pupils as are taken ill, or in any way feel indisposed during school hours. Between the second and third floors there is a half-story containing class-rooms, and above this a well-stocked model-room and the drawing-room, besides other spacious rooms intended, though not all at present used, for

class-rooms. The building is heated by hot air as well as by steam ; special attention has been paid to ventilation, and to all that can tend to add to the health, comfort, and best interests of the pupils.

### *AIM AND PURPOSE OF THE SCHOOL.*

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows : —

“ The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

“ To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

“ The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

#### “ STUDIES.

##### “TWO-YEARS’ COURSE.

“ Arithmetic, Algebra, Geometry, Book-keeping.

“ Physics, Astronomy, Chemistry.

“ Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“ Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“ Penmanship, Drawing, Vocal Music, Gymnastics.

“ Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“ Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

##### “ FOUR-YEARS’ COURSE.

“ In addition to the studies named above, the Four-Years’ Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

“ Advanced Chemistry, Physics, and Botany.

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“ Drawing, English Literature, General History.

“ Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

“ The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

¶ “ The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school.”

It needs to be stated that while the foregoing list of subjects marks out the field covered in the school curriculum, it gives no adequate idea of the actual work done. It is made a special aim to seize every opportunity to give the pupils the benefit of whatever tends to fit them for the work of teaching. The spirit of this endeavor pervades the whole school. It influences the mode and character of most of the exercises, and imparts to the whole work a tone and zest difficult to describe, but which determines whatever of distinct character the Normal School possesses.

### *APPRENTICESHIP.*

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the “ apprenticeship ” is this : The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school ; to take part in the instruction, management and general work of teaching, under the direction of the teacher ; and even to act as substitute for the teacher for an hour, a half-day or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher ; but each student

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serves in at least three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner : —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline and the like, — keeping in mind always the private character of the daily life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices, not however with any notion of its being printed, gives an account of a week's experience : —

MONDAY, March 9, 1885. — Instead of having the children read wholly from the readers, we let one class read from slips of paper upon which Miss —— and I have, as we had time, been copying selections from another book. I should have thought the children would have liked it very much for a change, but they didn't seem to like it any better than reading the usual lessons. I think the reason was that, as every slip was different, those who were not reading had to sit up and listen, and couldn't even prompt or correct mistakes — they like to have some active part in what is going on.

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I have occasionally, as I had time at noon, drawn some picture on the blackboard. One night after school, pointing to a picture of a rabbit on the blackboard, I asked a boy what it was. "Rabbit," he answered, quickly. "How did you know?" "Long ears," was his brief reply.

TUESDAY, March 10. — Each morning, after the opening exercises, the children have singing and also usually some individual exercise in music. Although most of them have been in school less than two years they seem very skilful in reading the notes by letter and in singing from numbers that are put on the board, thus, — 1, 2, 3, 2, 3, 3, 1, 3, 2, 4, 5, 3, 1, 1. If they are giving attention and keep the place, they can follow the changes almost perfectly. Once in a while, when they are singing, some boy will try to put in variations by singing up on *very* high notes. The rest usually pay no attention to this, but sing on in correct tune.

To-day I told the first class that they might write a story about a boy and girl who went a-fishing, making it up and writing whatever they pleased. Some went directly to writing, while others had to think quite a while. Finally, one boy said, "I don't know how to commence." I told him to say, "Once upon a time," if he couldn't think of anything else. Most of them had a more original beginning. One girl covered both sides of her slate.

One of the shorter ones was something like this:

"John and his sister went with him and they caught six of them they were nice and then they took them home and skin them with a knife and eat them and they were nice and every one has a pice and they did look good they ate them all up and did not saye I don't like fish."

WEDNESDAY, March 11. — At the Normal School. One of the teachers talked to us to-day about teaching children the sums of certain numbers at sight. If the children could learn the sums of some numbers and remember them, it would save them some time and trouble, I should think. If they could only remember that  $2+2=4$ ,  $3+1=4$ ,  $2+3=5$ , etc., without counting up, it would help them say their tables and do combination examples.

During one of the periods, as we did not have enough to talk about in connection with our school work, the teacher commenced reading a very interesting story to us. It is an English translation of a Danish drama, and I hope we shall hear the whole of it.

On the platform we apprentices sang the "action song" that we have been learning. I feared that some of us would laugh, but we succeeded in keeping sober.

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THURSDAY, March 12. — This afternoon there were three lady visitors in our school. It has previously seemed to me that these children hadn't learned the art of "showing off," or of acting differently when visitors are in, but to-day they seemed a little conscious of being watched and were quite mischievous and ready to laugh. Once in a while the ladies would see something that they could not help laughing at, and that seemed to please the boys and they laughed too.

The teacher asked me this afternoon to tell the children a story. So I told them one that I happened to hear read last evening, "The Dog of Flanders." I changed it a little, so that it should have a pleasant ending. The children are always quiet and orderly when a story is told to them.

The teacher suggested that I have the children recall and write some time to-morrow a part of the story I told to-day.

FRIDAY, March 13. — To-day I gave the drawing lesson to the second class, instead of to the whole school, as I usually do. I like better to give it to the whole school, there seems to be more interest, and better attention is given.

Yesterday we drew an ellipse and then changed it into a locket. To-day I told them to make the same thing that we drew yesterday. Quite a number remembered and drew the locket.

Two of our nice girls left school to-day. The school has, all the time, many more boys than girls. I wondered why, until my teacher told me that a great many of the girls go to the Sisters' School.

One of our big boys cried with toothache this morning. I pitied him, and I guess the teacher did, for she sent him home at recess. He did not come back this afternoon. Just after school I saw him on Front Street selling papers and looking as well as usual.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be

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determined by drill in the manual, or by dress-parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

## [STATE NORMAL SCHOOL AT WORCESTER.]

Report of the Apprentice-Work of .....

Grade ..... Street School.

Time from ..... to .....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?
2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.



The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied; they acquire the "courage of having done the thing before;" they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

### *REQUIREMENTS FOR ADMISSION.*

THE REQUIRED AGE is, for young men, seventeen years; for young women, sixteen. Candidates must present certificates of good character. — must have good health, must promise a faithful observance of school

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regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

**TIME OF EXAMINATION FOR ADMISSION.**—The regular examination begins on the first day of each term (see Calendar); and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

**SPECIAL STUDENTS.**—Applications having been occasionally made by college graduates to take a special (elective) course at the school, it has for some time been the rule to allow such, in common with Normal School graduates, the full advantages of the institution. On the completion of such a course, a certificate is given, specifying the character and quality of the work done, and the fitness of the candidate to serve as a teacher in the public schools.

**LEAVE OF ABSENCE.**—It is often the case that through weak health or stress of circumstances, pupils may be obliged to miss one, two, three or

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more terms. It is in the interest of such that the course need not be pursued uninterruptedly to the end. Students may, and often do, obtain leave of absence to teach or to rest, and resume their work afterwards. This divides, but of course does not shorten, their course of study.

TERMS OF TUITION.— Tuition, and also the use of all text-books, is free to such as intend to teach in the public schools of Massachusetts, whether residents of this State or not. Those whose purpose is to teach in other States or in private schools are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

*Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

### GOVERNMENT.

The government of the school is not a government of rules, nor even of laws. The school is not without law, but the pupils are led by suggestion, encouragement and admonition, to become a law unto themselves. That this is a statement not merely of what is thought desirable as a method of government, but of what is actually accomplished, is the testimony of both official and casual visitors of the school. The pupils hardly realize that they are governed ; they feel that they govern themselves.

### HEALTH.

INSTRUCTION IN HYGIENE.— A marked feature of the school is the special attention directed not only to the physical well-being of the pupils, but to such instruction as will enable them to deal practically with living questions of hygiene as they arise in every-day life. The pupils are both taught to understand the conditions of healthful life, and trained and assisted to put into practice the instruction they receive in the care of health. They have careful oversight and are advised individually ac-

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cording to their needs. No pupil enters the school without furnishing a physician's certificate of good health, and no pupil is allowed to remain whose physical condition is not thought equal to the demands of the school work. In cases of fatigue, exhaustion, or such indisposition as may unfit pupils for duty, they are advised to take immediate rest ; and it is for the use of such, that a quiet room, fittingly furnished, and one of the lightest and pleasantest in the building, has been set apart. Special efforts are made to counteract any tendency to over-work, over-excitement, or hurry. No recitations or study-periods are longer than forty minutes, and during the ample and frequent intervals of relaxation, school work is completely put aside.

RECREATION. — The pupils find a fund of social recreation, not only in the hall, which is provided with a piano, and which is thrown open to them to enjoy themselves as they will, but in the large lunch-room used exclusively for the purpose that its name indicates. Shortly after mid-day the luncheons, left since the last recess in the hot-closet, are brought out, and the room is soon made lively by the voices of a hundred or more pupils, seated in groups around tables filled to overflowing with the several contributions to this noonday feast. During the warmer months, however, the lunch-room has even to yield in attractiveness to the tree-shaded grounds about the building.

PHYSICAL EXERCISE. — A special time is set apart every day for physical exercises of some sort. These are not set calisthenic movements of the usual kind, but take the form of thorough drill in the throwing of light balls, the handling of sticks or wands, marching to music, singing in chorus, or such exercise as is fitted to develop vigor and activity of body at the same time that it cultivates habits of precision and accuracy, and fits the pupils to meet some of the difficulties of drill and discipline in the profession for which they are being trained.

#### *PLATFORM EXERCISES.*

No efforts are spared to train the pupils to habits of self-reliance. It is to this end that special importance is attached to the platform exer-

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cises. These occupy a half-hour or so every day, and during this period pupils volunteer, each for five minutes or more, to read or recite, or to talk to the school upon any subject which they may have chosen. At such a time they have constantly to meet the criticism and questions of teachers and fellow-pupils ; and thus the exercise has been found to be valuable, not only in training the pupils to use the English language with facility and force, and to speak with distinctness and accuracy, but in bringing them to face the sort of difficulties that they may be expected to meet in their profession. On Wednesdays the apprentices have exclusive possession of the platform, and on each such occasion they give to the school, as elsewhere described, the results of their past week's experience in teaching.

### *GENERAL FACILITIES.*

INCIDENTAL ADVANTAGES. — Important facilities for general improvement are offered to pupils in the libraries, institutions and other means of culture in which Worcester is rich.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students, and taken to the school for purposes of study and illustration.

The hall of the American Antiquarian Society contains a notably rich store of interesting exhibits, and the library includes a rare treasury of books pertaining to American history.

The Free Public Library stands unique among the institutions of the kind in this country, for the effective relationship existing between it and the schools. Its large and well-endowed reference library, its well-filled circulating department, its reading-rooms, supplied with the leading domestic and foreign papers and periodicals, afford exceptional opportunities to the schools. Special facilities are offered to teachers and pupils, and the librarian is unsparing in his efforts to render every aid in the choice and use of books, or in any way in which he can assist the reader.

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RAILROAD FARES. — The six lines of railroad centring in Worcester afford easy communication with the neighboring towns and villages. Season-tickets or mileage-tickets are issued to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

### GENERAL INFORMATION.

BOARD AND ROOMS. — Students are advised to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

There is no boarding-house connected with the school ; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. To such as seek information or advice in this direction, the principal is ready to give every assistance in his power.

In the case of pupils of the Normal School the average cost of board (generally including room, fuel, light and washing) has been ascertained to be about four dollars per week.

INCIDENTAL EXPENSES. — The necessary incidental or miscellaneous expenses have averaged about five dollars for each pupil for the term, or ten dollars a year.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

### STATE AID.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

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The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

### *TO VISITORS.*

A hearty invitation is extended to the parents and friends of pupils, to all, in fact, who may feel inclined to visit the school, and see the current and method of its daily working.

The school committees and superintendents of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

The school is not in session on Mondays. On other days the hours (leaving out the noon recess) are from half-past nine o'clock to quarter to four, an arrangement that has been found the most convenient for ninety-six per cent. of the pupils.

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## APPENDIX.

### GRADUATES.

1 the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

#### FIRST CLASS, JULY, 1876.

S.	RESIDENCES.
er Ball . . . . .	<i>Upton.</i>
rook . . . . .	<i>Valley Falls.</i>
t Goddard . . . . .	<i>Worcester.</i>
yford . . . . .	<i>Spencer.</i>
uncey Lyford . . . . .	<i>Spencer.</i>
ewton . . . . .	<i>Worcester.</i>
Proctor . . . . .	<i>Spencer.</i>
abella Tucker . . . . .	<i>North Brookfield.</i>
Whiteman . . . . .	<i>Le Roy, N. Y.</i>
rta Williams . . . . .	<i>Worcester.</i>

#### SECOND CLASS, JANUARY, 1877.

ria Athy . . . . .	<i>Worcester.</i>
Bennett . . . . .	<i>Worcester.</i>
Boyd . . . . .	<i>Cherry Valley.</i>
nily Brown . . . . .	<i>East Douglas.</i>
gail Brown . . . . .	<i>East Douglas.</i>
Cecilia Carroll . . . . .	<i>Worcester.</i>
ona Dearborn . . . . .	<i>Worcester.</i>
ia Grout . . . . .	<i>Worcester.</i>
Hall . . . . .	<i>Upton.</i>



NAMES.	RESIDENCES.
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>

### THIRD CLASS, JULY, 1877.

Carrie Maria Adams . . . . .	<i>Worcester.</i>
Emma Abbie Bigelow . . . . .	<i>Holden.</i>
Ida Frances Boyden . . . . .	<i>Oakham.</i>
Jennie Ellis Chandler . . . . .	<i>Duxbury.</i>
Bessie Alice Chase . . . . .	<i>Worcester.</i>
Joseph Percy Chase . . . . .	<i>Worcester.</i>
Katie Agnes Coughlin . . . . .	<i>Worcester.</i>
Mabel Crane . . . . .	<i>Blackstone.</i>
Mary Rebecca Doherty . . . . .	<i>Worcester.</i>
Eliza Ann Fairbanks . . . . .	<i>Westborough.</i>
Ellen Montgomery Fitts . . . . .	<i>Worcester.</i>
Mary Elizabeth Fitzgerald . . . . .	<i>Worcester.</i>
Ida Louise Gaskill . . . . .	<i>Blackstone.</i>
Ella Eudora Hall . . . . .	<i>Worcester.</i>
Mary Field Harrington . . . . .	<i>Worcester.</i>
Anna Beatrice Hopkins . . . . .	<i>Worcester.</i>
Olive Rice Jenks . . . . .	<i>Spencer.</i>
Lucia Naomi Jennison . . . . .	<i>East Templeton.</i>
Mary Anne Kean . . . . .	<i>Worcester.</i>
Anna Maria Murray . . . . .	<i>Worcester.</i>
Katie Ann McCarthy . . . . .	<i>Worcester.</i>
Minnie Willietta Sherman . . . . .	<i>Worcester.</i>
Anna Maud Smith . . . . .	<i>Worcester.</i>
Hattie Urania Thwing . . . . .	<i>Worcester.</i>
Annie Teresa Timon . . . . .	<i>Worcester.</i>
Isabella Livingston Tullis . . . . .	<i>Worcester.</i>
Jennie Abbie Whitney . . . . .	<i>Worcester.</i>

## FOURTH CLASS, JANUARY, 1878.

NAMES.	RESIDENCES.
Lizzie Joanna Andrews . . . . .	<i>Worcester.</i>
Addie Jane Booth . . . . .	<i>Worcester.</i>
Ella Agnes Casey . . . . .	<i>Worcester.</i>
Lizzie Edwina Chapin . . . . .	<i>Worcester.</i>
Jennie Cora Clough . . . . .	<i>Worcester.</i>
Edna Currier . . . . .	<i>Worcester.</i>
Anna Crosby Cutting . . . . .	<i>Templeton.</i>
Katie Anna Fallon . . . . .	<i>Worcester.</i>
Addie Eliza Kendall . . . . .	<i>Worcester.</i>
Armina Lillian Paul . . . . .	<i>Worcester.</i>
Lilla Maria Rice . . . . .	<i>Grafton.</i>
Fanny Louise Smythe . . . . .	<i>Worcester.</i>
Marietta Sykes . . . . .	<i>Blackstone.</i>
Mary Alice Winter . . . . .	<i>Northbridge.</i>

## FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams . . . . .	<i>Fitchburg.</i>
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsy Sargent . . . . .	<i>South Gardner.</i>
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Francis Kinne . . . . .	<i>Plainfield, Conn.</i>
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>North Brookfield.</i>

## SEVENTH CLASS, JULY, 1879.

Eugene Bacon . . . . .	<i>Framingham.</i>
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
Edwin Thomas Painter, B. S. . . . .	<i>Worcester.</i>
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill . . . . .	<i>Plainfield, Conn.</i>
Cora Anna Baldwin . . . . .	<i>Worcester.</i>
Mary Elizabeth Barnard . . . . .	<i>Harvard.</i>
Mary Mead Bowen . . . . .	<i>Mianus, Conn.</i>
Mary Etta Buxton . . . . .	<i>Worcester.</i>
Sarah Maria Davis . . . . .	<i>Webster.</i>
Daisy Alice Miranda Fairchild . . . . .	<i>Worcester.</i>
Hattie Grant Gates . . . . .	<i>Worcester.</i>
Mary Gertrude Griggs . . . . .	<i>Worcester.</i>
Etta Lorenda Hill . . . . .	<i>West Upton.</i>
Caroline Elizabeth Howe . . . . .	<i>Paxton.</i>
Mary Anne Kane . . . . .	<i>North Brookfield.</i>
Harriet Lightbourn . . . . .	<i>Worcester.</i>
Alice Eliza Meriam . . . . .	<i>Worcester.</i>
Emma Sophronia Peirce . . . . .	<i>Leicester.</i>

NAMES.	RESIDENCES.
Nellie Louisa Pierce . . . . .	<i>Chesterfield, N. H.</i>
Rosa Isabelle Seavey . . . . .	<i>Worcester.</i>
Anna Philena Smith . . . . .	<i>Central Village, Conn.</i>
Maude Mary Smith . . . . .	<i>Grafton.</i>
Marina Harwood Tucker . . . . .	<i>North Brookfield.</i>

## NINTH CLASS, JULY, 1881.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see page 15) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) . . . . .	<i>Worcester.</i>
Hattie Bond Andrews (A) . . . . .	<i>Worcester.</i>
Olive Maria Butler . . . . .	<i>Worcester.</i>
Elida Maria Capen (A) . . . . .	<i>Charlton.</i>
Rebecca Harlow Davie . . . . .	<i>Worcester.</i>
Wilton Herbert Desper, B. S. . . . .	<i>Worcester.</i>
Edward Doolittle Fitch . . . . .	<i>Worcester.</i>
Anna Trask Kelley (A) . . . . .	<i>Worcester.</i>
Mary Emily McCormick (A) . . . . .	<i>Worcester.</i>
Alice Caroline Mason (A) . . . . .	<i>Worcester.</i>
Catherine Theresa Nevins (A) . . . . .	<i>Nantucket.</i>
Georgiana Maria Newton (A) . . . . .	<i>Worcester.</i>
Bertha May Peckham (A) . . . . .	<i>Southborough.</i>
Elizabeth Nettie Robinson . . . . .	<i>Templeton.</i>
Angenette Ethelinda Stone (A) . . . . .	<i>Northbridge.</i>
Jennie Matilda Tainter (A) . . . . .	<i>Worcester.</i>

## TENTH CLASS, JANUARY, 1882.

Florence Bicknell (A) . . . . .	<i>Rowe.</i>
Alice Chapin (A) . . . . .	<i>Auburn.</i>
Abbie Mitchell Dorr . . . . .	<i>Southborough.</i>
Mary Blake Dudley (A) . . . . .	<i>Worcester.</i>
Emma Gertrude Goodwin (A) . . . . .	<i>Worcester.</i>
Abbie Calista Hale . . . . .	<i>Hubbardston.</i>
Lizzie Frances Jones (A) . . . . .	<i>Lunenburg.</i>
Fransess Dolbell Martin . . . . .	<i>Worcester.</i>

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NAMES.	RESIDENCES.
Ida Marion McCambridge (A) . . . . .	<i>Worcester.</i>
Elizabeth Adelaide Potter . . . . .	<i>Worcester.</i>
Mary Ella Proctor (A) . . . . .	<i>Worcester.</i>
Anna Bush Ranger (A) . . . . .	<i>Worcester.</i>
Sarah Lydia Sawyer . . . . .	<i>Fitchburg.</i>
Caroline Isabel Stone (A) . . . . .	<i>Auburn.</i>
Mabel Burnside Tew (A) . . . . .	<i>Worcester.</i>
Anna Laura Wells (A) . . . . .	<i>Rowe.</i>
Mary Blanche Wheatly (A) . . . . .	<i>Worcester.</i>

## ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker . . . . .	<i>Phillipston.</i>
Addie Maria Blenus . . . . .	<i>Worcester.</i>
Anna Theresa Cavanaugh (A) . . . . .	<i>Worcester.</i>
Louis Richards Condry . . . . .	<i>Groton.</i>
Ann Foskett (A) . . . . .	<i>Webster.</i>
Mary Elizabeth Horgan (A) . . . . .	<i>Worcester.</i>
Mary Eliza Jenks (A) . . . . .	<i>Spencer.</i>
Julia Ardelle Mann (A) . . . . .	<i>Blackstone.</i>
Edwin Scott Mathews, B. S. . . . .	<i>Worcester.</i>
Grace Emily Pearl (A) . . . . .	<i>Southborough.</i>
Ada Dora Saunders (A) . . . . .	<i>Worcester.</i>
Jennie Melenda Sprout . . . . .	<i>Worcester.</i>
Anna Daniels Stowell (A) . . . . .	<i>Worcester.</i>
Mary Florence Stratton (A) . . . . .	<i>Millbury.</i>

## TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A) . . . . .	<i>Worcester.</i>
Harriet Annie Colton . . . . .	<i>Oxford.</i>
Mary Ellen Convery (A) . . . . .	<i>Worcester.</i>
Hannah Mary Kickham (A) . . . . .	<i>Worcester.</i>
Mary Catherina Morrissey (A) . . . . .	<i>Worcester.</i>
Mabel Piper (A) . . . . .	<i>Worcester.</i>
Anna Theresa Smith (A) . . . . .	<i>Worcester.</i>
Mary Celia Smith (A) . . . . .	<i>Worcester.</i>
Etta Melissa Thayer (A) . . . . .	<i>Worcester.</i>
Etta Theresa Whalen (A) . . . . .	<i>Worcester.</i>

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## THIRTEENTH CLASS, JUNE, 1883.

Names.	Residences.
Ada Bartlett Braman . . . . .	Worcester.
Minnie Anna Burgess Chase . . . . .	Worcester.
Louise Frances Clark (A) . . . . .	Paxton.
Mary Louise Gafney (A) . . . . .	Worcester.
Alphonsine Talon L'Esperance (A) . . . . .	Worcester.
Mary Frye Lewis . . . . .	Willimantic, Conn.
Mary Agnes McGillicuddy . . . . .	Worcester.
Mary Alice Marshall . . . . .	Still River.
Jessie Moore Nichols . . . . .	Auburn.
Jennie Mitchell Perrin . . . . .	Westborough.
Alice Valentine Phelps . . . . .	Worcester.
Estella Virginia Rolston (A) . . . . .	Worcester.
Jeannie Elizabeth Sanderson (A) . . . . .	Worcester.
Mary Gertrude Smith (A) . . . . .	Quinsigamond.
Agnes Rose Stewart (A) . . . . .	Worcester.
Abbie Josephine Taft (A) . . . . .	Worcester.
Lizzie Minnie Urban . . . . .	South Westminster.
Octavia Howard Vaughan (A) . . . . .	Worcester.
Hattie Louisa White . . . . .	Boylston Centre.
Margaret Osgood Whitney . . . . .	Worcester.
Grace Carpenter Williams (A) . . . . .	Gardiner, Me.

## FOURTEENTH CLASS, JANUARY, 1884.

Mary Louise Blenus (A) . . . . .	Worcester.
Daniel Henry Casey . . . . .	Worcester.
Ellen Gertrude Daley (A) . . . . .	Worcester.
Adelia Teresa Gauren (A) . . . . .	Worcester.
Eliza Tainter Gilbert (A) . . . . .	Worcester.
Eudora Estella Hay . . . . .	Worcester.
John Edward Lynch . . . . .	Worcester.
Nellie Abbie Robbins (A) . . . . .	Rochester, N. Y.

## FIFTEENTH CLASS, JUNE, 1884.

Maria Fernald Bosworth (A) . . . . .	Worcester.
Maud Loetta Davis (A) . . . . .	Worcester.
Ellen Frances Fallon . . . . .	Worcester.

NAMES.	RESIDENCES.
Margaret Frances Hagan . . . . .	<i>Worcester.</i>
Lilla Ingalls . . . . .	<i>East Templeton.</i>
Mary Jessie King . . . . .	<i>Middleville, N. Y.</i>
Etta Rosella Leonard (A) . . . . .	<i>Worcester.</i>
Mary McCann (A) . . . . .	<i>Leominster.</i>
Anna Gertrude Melanefy (A) . . . . .	<i>Worcester.</i>
Annie Ward Newell (A) . . . . .	<i>Millbury.</i>
Helena Bridget O'Keefe . . . . .	<i>Worcester.</i>
Edith Marietta Rolston (A) . . . . .	<i>Worcester.</i>
Mary Lucy Seavey (A) . . . . .	<i>Worcester.</i>
Alice Alberta Tatman (A) . . . . .	<i>Quinsigamond.</i>
Elizabeth Pickering Thompson . . . . .	<i>Durham, N. H.</i>
Katy Adaline Wilder . . . . .	<i>Sterling.</i>

## SIXTEENTH CLASS, JANUARY, 1885.

Katherine Blanche Adams . . . . .	<i>Worcester.</i>
Mary Louise Burroughs . . . . .	<i>Boxborough.</i>
Minnie Jennie Condy (A) . . . . .	<i>Worcester.</i>
Emma Florence Davis . . . . .	<i>Shrewsbury.</i>
Cora Belle Drew . . . . .	<i>Burlington, Vt.</i>
Anna Gertrude Foley (A) . . . . .	<i>Worcester.</i>
Julia Elizabeth Green (A) . . . . .	<i>Worcester.</i>
Lucy Maria Green (A) . . . . .	<i>Worcester.</i>
Catharine Aloysia Hackett (A) . . . . .	<i>Worcester.</i>
Annie Maria Ham (A) . . . . .	<i>Worcester.</i>
Carrie Adaline Hildreth (A) . . . . .	<i>Worcester.</i>
Mary Anne McBride (A) . . . . .	<i>Worcester.</i>
Ellen Gertrude McGillicuddy (A) . . . . .	<i>Worcester.</i>
Mary Agnes Morrissey (A) . . . . .	<i>Worcester.</i>
Delia Isabel Newbury (A) . . . . .	<i>Worcester.</i>
Carrie Louise Paige (A) . . . . .	<i>Hardwick.</i>
Ida May Parsons (A) . . . . .	<i>Holden.</i>
Frances May Prentice (A) . . . . .	<i>Westborough.</i>
Hannah Sheehan (A) . . . . .	<i>Whitinsville.</i>
Mary Elizabeth Talbot Tandy . . . . .	<i>Athol.</i>
Ella Maria Wells (A) . . . . .	<i>Deerfield.</i>
Alvena Betsy Williams (A) . . . . .	<i>Paxton.</i>

## SEVENTEENTH CLASS, JUNE, 1885.

NAMES.	RESIDENCES.
Lourence Buxton . . . . .	Worcester.
Augusta Cooley (A) . . . . .	Worcester.
Holbrook Dana (A) . . . . .	West Boylston.
E Alberta Davis . . . . .	Worcester.
Elizabeth Dodd (A) . . . . .	Paxton.
Sophia Gaskill (A) . . . . .	Mendon.
Jane Goddard (A) . . . . .	Grafton.
Eliza Hayward . . . . .	Ashby.
Ernin West Kinney (A) . . . . .	Worcester.
Elia Hudson Lakin (A) . . . . .	Paxton.
Elvera Mason . . . . .	Worcester.
Josephine O'Gorman (A) . . . . .	Worcester.
Melinda Sweetzer (A) . . . . .	Worcester.
Edice Mabel Waite (A) . . . . .	Pittsfield.

## EIGHTEENTH CLASS, JANUARY, 1886.

Lucina Bainbridge (A) . . . . .	Worcester.
Rosilla Barton (A) . . . . .	Upton.
Rebecca Everett (A) . . . . .	Worcester.
May Harding (A) . . . . .	Worcester.
Wyman Hay (A) . . . . .	Worcester.
Francene Monroe (A) . . . . .	Rutland.
Agnes Quinn (A) . . . . .	Worcester.
Walter Scott (A) . . . . .	Burlington, Vt.
Gertrude Thompson (A) . . . . .	Worcester.
Alona Thompson (A) . . . . .	Worcester.



**SPECIAL STUDENTS,  
WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.**

**1881.**

Francis Patrick McKeon, A.B.

Richard Henry Mooney, A.B.

**1882.**

Thomas William Butler.

Owen Henry Conlin, A.B.

Peter Andrew Conlin, A.B.

Edward Aloysius Quinland, A.B.

**1883.**

Arthur Hay, A.B.

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**SUMMARY OF NUMBERS.**

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Number in the Eleventh Class . . . . .	14
Number in the Twelfth Class . . . . .	10
Number in the Thirteenth Class . . . . .	21
Number in the Fourteenth Class . . . . .	8
Number in the Fifteenth Class . . . . .	16
Number in the Sixteenth Class . . . . .	22
Number in the Seventeenth Class . . . . .	14
Number in the Eighteenth Class . . . . .	10
<hr style="width: 10%; margin: 5px auto;"/>	
Total number of Graduates . . . . .	272
Number of Certificated Students . . . . .	7

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## GIFTS OF THE GRADUATING CLASSES.

These all form a part of the decoration of the main hall or school-

CLASS . . . . .	Apollo. (Bust.)
ND CLASS . . . . .	Angel-Boys, from Raphael's "Sistine Madonna." (Photograph.)
D CLASS . . . . .	Guido's "Aurora." (Photograph.)
TH CLASS . . . . .	Colosseum at Rome. (Photograph.)
I CLASS . . . . .	Julius Cæsar. (Bust.)
I CLASS . . . . .	John Locke. (Bust.)
NTH CLASS . . . . .	Pestalozzi. (Bust.)
TH CLASS . . . . .	Ralph Waldo Emerson. (French's Bust.)
H CLASS . . . . .	"An Old Monarch," by Rosa Bonheur. (Engraving.)
H CLASS . . . . .	Pyramids and Sphinx. (Photograph.)
ENTH CLASS . . . . .	Titian's "Flora." (Photograph.)
FTH CLASS . . . . .	Michel Angelo's "Three Fates." (Photograph.)

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## *DEATHS OF GRADUATES.*

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In Worcester, April 19, 1882, Fanny Louise Smythe (Mrs. John F. Kyes), of the Fourth Class.

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In Worcester, March 26, 1884, Emma Sophronia Peirce, of the Eighth Class.

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In Boston, May 28, 1885, Florence Bicknell, of the Tenth Class.

---

In Worcester, November 30, 1885, Anna Gertrude Melaney, of the Fifteenth Class.

---

In Worcester, February 7, 1886, Mary Blanche Wheatley, of the Tenth Class.

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In Worcester, February 24, 1886, Jennie Melenda Sprout, of the Eleventh Class.

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In Lowell, April 30, 1886, Anna Maud Smith (Mrs. Otis A. Merrill), of the Third Class.

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ELEVENTH ANNIVERSARY,  
STATE NORMAL SCHOOL

**AT WORCESTER.**

— — —  
—\*— PROGRAMME. —\*—  
— — —

FRIDAY, JUNE 26, 1885.

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## FORENOON,

*Beginning at Half-past Nine o'clock.*

SINGING,—“Now on high the merry lark is winging,” . . . *Flotow.*

## READING OF THE THESES.

### SIXTEENTH CLASS, JANUARY, 1885.

*KATHERINE BLANCHE ADAMS, . . . . .	Worcester.
A CHAPTER ON PREPOSITIONS.	
MARY LOUISE BURROUGHS, . . . . .	Boxborough.
WHAT SHALL OUR PUPILS LEARN BY HEART?	
*MINNIE JENNIE CONDY (A), . . . . .	Worcester.
TEACHING IN DAKOTA.	
EMMA FLORENCE DAVIS, . . . . .	Shrewsbury.
METHODS OF IMPROVING THE MEMORY.	
*CORA BELLE DREW, . . . . .	Burlington, Vt.
MORALS OF YOUNG CHILDREN.	
ANNA GERTRUDE FOLEY (A), . . . . .	Worcester.
GYMNASTICS IN OUR SCHOOLS.	
JULIA ELIZABETH GREEN (A), . . . . .	Worcester.
USE OF PSYCHOLOGY TO THE TEACHER.	
*LUCY MARIA GREEN (A), . . . . .	Worcester.
EYESIGHT IN SCHOOLS.	
CATHARINE ALOYSIA HACKETT (A), . . . . .	Worcester.
THE DEFECTS OF THE GRUBE METHOD.	
ANNIE MARIA HAM (A), . . . . .	Worcester.
MAPS AND THE WAY TO USE THEM.	

\*CARRIE ADALINE HILDRETH (A), . . . . . Worcester.

READING IN SCHOOL AND OUT.

\*MARY ANNE MCBRIDE (A), . . . . . Worcester.

A FEW CHARACTERISTICS OF THE GERMAN SCHOOLS.

ELLEN GERTRUDE MCGILICUDDY (A), . . . . . Worcester.

MOTIVES USED IN SCHOOLS.

\*MARY AGNES MORRISSEY (A), . . . . . Worcester.

SAVING TIME IN ARITHMETIC.

DELIA ISABEL NEWBURY (A), . . . . . Worcester.

SOME POINTS IN TEACHING MUSIC.

CARRIE LOUISE PAIGE (A), . . . . . Hardwick.

INDUCTIVE AND DEDUCTIVE METHODS OF TEACHING.

\*IDA MAY PARSONS (A), . . . . . Holden.

RELATION OF THE TEACHER TO THE MORALS OF THE PUPILS.

#### RECESS—FIVE MINUTES.

SINGING,—Three old English Songs (learnt by ear and sung in unison):

1. "The Bay of Biscay."
2. "Lullaby."
3. "A-hunting we will go."

\*FRANCES MAY PRENTICE (A), . . . . . Westborough.

HOW LAURA BRIDGMAN WAS TAUGHT.

\*HANNAH SHEEHAN (A), . . . . . Whitinsville.

SULLY'S SUGGESTIONS IN REGARD TO TRAINING THE WILL.

\*MARY ELIZABETH TALBOT TANDY . . . . . Athol.

THINGS USEFUL AND ATTRACTIVE IN THE SCHOOL-ROOM.

ELLA MARIA WELLS (A), . . . . . Deerfield.

PRIMARY LESSONS IN DRAWING.

ALVENA BETSY WILLIAMS (A), . . . . . Paxton.

BLENDING PLAY AND WORK.

SEVENTEENTH CLASS, JUNE, 1885.

*IDA FLORENCE BUXTON,	. . . . .	Worcester.
THE STUDY OF CHILDREN.		
CORA AUGUSTA COOLEY (A),	. . . . .	Worcester.
DISCIPLINE.		
*AMY HOLBROOK DANA (A),	. . . . .	West Boylston.
THE CHILD AND THE HUMAN RACE.		
MINNIE ALBERTA DAVIS	. . . . .	Worcester.
LEARNING POETRY AND MUSIC BY EAR.		
CARRIE ELIZABETH DODD (A),	. . . . .	Paxton.
THE SCHOOLS OF SWEDEN.		
*EMILY SOPHIA GASKILL (A),	. . . . .	Mendon.
SCHOOL NOT THE ONLY SOURCE OF THE CHILD'S KNOWLEDGE.		
*EMMA JANE GODDARD (A),	. . . . .	Grafton.
BALL-PLAY AS A SCHOOL GYMNASIUM.		
EMMA ELIZA HAYWARD,	. . . . .	Ashby.
SCHOOL INFLUENCE.		
*BENJAMIN WEST KINNEY (A),	. . . . .	Worcester.
ILLUSTRATIVE METHOD IN ARITHMETIC.		
*GEORGIA HUDSON LAKIN (A),	. . . . .	Paxton.
"BUSY WORK."		
ADA ELVERA MASON,	. . . . .	Worcester.
(EXCUSED FROM WRITING.)		
AGNES JOSEPHINE O'GORMAN (A),	. . . . .	Worcester.
PHYSICAL EXERCISE.		
CARRIE MELINDA SWEETZER (A),	. . . . .	Worcester.
MY APPRENTICESHIP.		
*FLORENCE MABEL WAITE (A),	. . . . .	Pittsfield.
Pestalozzi and Object-Lessons.		

## AFTERNOON,

*Beginning at Quarter-past Two o'clock.*

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NG,—“Scots, wha hae” (learnt by ear), . . . *Arranged by Mr. C. C. Stearns.*

### VALEDICTORY,—SIXTEENTH CLASS.

IE LOUISE PAIGE (A). . . . . Hardwick.

INDUCTIVE AND DEDUCTIVE METHODS OF TEACHING.

### VALEDICTORY,—SEVENTEENTH CLASS.

A ELIZA HAYWARD, . . . . . Ashby.

SCHOOL INFLUENCE.

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## AWARD OF DIPLOMAS.

NG,—“The Dawn of Spring,” . . . . . *Mendelssohn.*

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## ANNUAL ADDRESS.

BY PROFESSOR ALBERT HARKNESS, LL. D.,

OF BROWN UNIVERSITY.

Subject: “Athens in the Age of Pericles.”

NG,—“Evening Hymn,” . . . . . *Mozart.*

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OTE.—Not all the essays can be read in the time allotted to the exercises. The names of the s are indicated by a star.

. B.—Graduates whose names are marked with (A) have, besides passing through the regular of study, served for a half-year as apprentices in the public schools of the city of Worcester.

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*ARBOR DAY.*

In accordance with the proclamation of His Excellency the Governor of the Commonwealth, which has this year given emphasis to the conviction of the desirableness of impressing pupils of the public schools with the importance of planting trees and shrubs as a matter of general concern, the 24th day of April was devoted by this school to the work recommended for Arbor Day.

Twenty-four trees and thirty-two shrubs, suitable to the grounds of the Normal School, viz., — elm, rock maple, horse chestnut, pine, mountain ash, black walnut, American beech, birch, larch, Norway spruce, silver maple, lilac, tartarean honeysuckle, syringa, spirea, calycanthus, snowball, etc., — were put into the ground by the hands of the pupils and teachers themselves, only the most exhausting part of the labor, that of digging the holes and of preparing the manure, having been done by hired service. The pupils entered with spirit into the business of removing stones from the holes, of providing the proper soil and of setting out the plants ; and their zeal did not flag throughout the task of carrying off the rubbish and clearing up the grounds when the planting was over. Spade and pick, crowbar and wheelbarrow and hands, were used with vigor and discretion. The work was done with harmony and efficiency, although there was only the slightest thread of organization for the purpose among the individuals concerned.

In addition to the work done in common, each class planted two specimens of some tree selected as a class tree ; the first class choosing the elm ; the apprentice class, the mountain ash ; the second class, rock maple ; third, horse chestnut ; fourth, pine.

There were no other exercises than these most appropriate ones ; but it is recognized that upon these, as a foundation, other exercises, of a literary or æsthetic character, may, on a future occasion, easily and naturally follow ; the celebration coming when there is something to be celebrated.

The daily “ platform exercises ” of the school, for a week previous to the occasion, had been turned into the channel of this interest. The read-

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ings selected by pupils were such as pertained to the art of planting trees and shrubs, containing information, encouragement, stimulus, in this direction. The "talks" were accounts of personal experience with the subject or of conversations with gardeners as to kinds of trees and ways of transplanting. The same subject was continued for a week after Arbor Day, and it is believed that, as the outcome of the object lesson afforded by the whole affair, the greater part of the pupils of the school would be able to superintend intelligently and efficiently the transplanting of our common trees and shrubs in school grounds where they might be employed as teachers.

*LAST REPORT OF THE STATE BOARD OF VISITORS  
CONCERNING THE WORCESTER SCHOOL.*

[From the Forty-Ninth Annual Report of the Board of Education.]

This school has had a prosperous year. Good health has prevailed, earnest and effective work has been done, and the long-continued harmony among teachers and scholars has been unbroken.

Especially noticeable and worthy of mention is the enthusiasm, devotion, and what may be called professional spirit, shown by the graduating classes.

Every thesis read on graduation day dealt with some educational topic, and it was easy to see that every graduate was ready and eager for work.

Nor is this a mere passing glow of youthful feeling; the statistics herewith and heretofore published prove that it has the force to carry these graduates into the schools of the Commonwealth and sustain them there. Indeed, this purpose takes possession of the pupils very soon after they enter the school. It is in the air of the place. Students speedily learn that they are not here to be made teachers of, but are only to be helped to make themselves teachers, and they accept their share of the responsibility and set about their work with cheerful ardor. In the carrying out of this principle, there has grown up a practice which your visitors look upon with much favor, namely, that of granting to under-

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graduates who desire it, temporary leave of absence to engage in actual teaching for longer or shorter periods, thus interrupting their course of study for a time, to resume and finish it afterwards, with the added advantage which such experience never fails to bring. Of the last graduating class, fully one-half had taught schools of their own before asking for their diplomas, and there are at present not fewer than seventeen pupils absent on leave and engaged in teaching. It may be added that the demand for these undergraduate teachers has been at times greater than the school could supply.

The visitors are always pleased to find in this school a remarkable absence of dull routine. While the prescribed work of the course appears to be steadily going forward, there is usually, in addition to this, some special emphasis, some experiment in a new direction, which gives fresh interest and animation to the school, and manifests in teachers and students alike, an alert and progressive spirit. During the past year, for example, there has been a noteworthy effort to enlarge and improve in a practical way the study of psychology, by making the systematic objective study of children a prominent part of the work of the more advanced classes. Pupils are first made acquainted with the objects and methods of such study, and are then encouraged to make independent personal observation of children, — their nature and instincts, their plays and games, their ideas and modes of thought and feeling, their habits, aptitudes, acquirements, etc., — and to record the results upon blanks prepared for the purpose. Several hundred such records have already been made, and the experiment is gathering interest and precision day by day.

This undertaking has already attracted the attention and received the approval of several prominent educators, among whom may be mentioned Dr. Stanley Hall.

The advantages of the study and the method are easily seen, especially the two following points: first, that it helps to form a habit of original scientific investigation; and secondly, that it tends to bring those who are to become teachers into intelligent sympathy with children.

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Mr. James S. Whitman of Boston, a graduate of Oxford University, has rendered valuable service this year on the teaching staff, as instructor in English and History.

It is much to be regretted that the school grounds, which possess so many natural advantages, should continue to suffer for lack of a suitable enclosure.

The small appropriation made two years ago for a fence has indeed enabled a good beginning to be made, but the work cannot be completed without an increased allowance of money.

The heating apparatus, which has been in constant use for twelve years, is now in need of substantial repairs, estimates for which will be duly laid before the legislature.

There is also pressing necessity for the means of properly arranging and preserving the valuable collection of illustrative specimens in Natural History (especially in the departments of botany, zoology and mineralogy), which is now kept, not without inconvenience and damage, in closets and boxes. A plan and estimates for an adequate cabinet of moderate size and cost will be presented herewith, and the necessary appropriation asked for.

In compliance with an order from the Board of Education, special attention has been paid, during the year, to penmanship, and with satisfactory results.

In addition to the work of the resident teachers, instruction of much interest and value has been given by lectures, as follows : —

Anniversary Address, "Athens in the Age of Pericles," by Professor Albert Harkness, LL.D., of Brown University ; "Tropical Vegetation," by Capt. V. P. Parkhurst, of East Templeton ; "The Schools of Germany," by Principal Homer T. Fuller, Ph.D., of the Worcester Free Institute ; "Drawing in the Public Schools," by Professor Chas. M. Carter, of the Normal Art School ; "A Few Great Pictures," by Wm. T. Harris, LL.D., of Concord ; "Victor Hugo," by Geo. Makepeace Towle, Esq., of Boston ; "Teaching Penmanship," by Geo. H. Shattuck, Esq., of New York ; "Our Aryan Ancestors," by Geo. H. Mar-

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tin, Esq., of Bridgewater; "The Study of Children," by Miss Sara E. Wiltse, of Boston.

The usual statistics for the year 1885 are hereto subjoined: —

1. Number of pupils belonging to the school: —

Young men, . . . . .	4
Young women, . . . . .	194
Total, . . . . .	198

2. Number in entering classes: —

In February, . . . . .	28
September, . . . . .	36
Total, . . . . .	64

3. Average age of pupils admitted: —

In February, . . . . .	19 years, 1 month.
September, . . . . .	18 years, 6 months.

4. Of the pupils admitted, there were: —

From Worcester County, . . . . .	58
Franklin County, . . . . .	1
Middlesex County, . . . . .	1
Connecticut, . . . . .	2
Colorado, . . . . .	1
Pennsylvania, . . . . .	1
Total, . . . . .	64

5. Occupations of pupils' parents: —

Professional, . . . . .	3
Mercantile, . . . . .	13
Skilled labor, . . . . .	23
Unskilled labor, . . . . .	18
Unknown, . . . . .	7
Total, . . . . .	64

## 6. Number in graduating classes: —

In January, . . . . .	22
June, . . . . .	14
Total, . . . . .	36

## 7. Average age of graduates: —

In January, . . . . .	20 years, 7 months.
June, . . . . .	22 years, 3 months.

## 8. Number of the above graduates now teaching (November, 1885): —

January class (all), . . . . .	22
June class (all but two), . . . . .	12
Total, . . . . .	34

## 9. Increase of numbers: —

Number of pupils in 1884, . . . . .	174
of pupils in 1885, . . . . .	198
Increase, . . . . .	12
Number of graduates in 1884, . . . . .	24
of graduates in 1885, . . . . .	36
Increase, . . . . .	12

## 10. Additions to the library: —

Text books, . . . . .	81 volumes.
Reference books, . . . . .	97 “
Total, . . . . .	178 “

## 11. Number of volumes now in the library: —

Text books, . . . . .	3,738 volumes.
Reference books, . . . . .	1,973 “
Total, . . . . .	5,711 “

E. B. STODDARD,

A. P. STONE,

*Visitors.*

Nov. 5, 1885.

**QUESTIONS USED AT THE ENTRANCE EXAMINATION (WRITTEN PART), FEBRUARY, 1886.**

The questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers and others may receive copies of the examination questions regularly by applying to the principal.

*ARITHMETIC.*

The examiners wish to see every figure of the work. The answers should be carried to two decimal places only.

1. Estimate the length of this room ; the distance to the railroad ; the weight of your chair.
  2. Add the ledger columns which will be placed on the blackboard.
  3. Write the answers to the mental examples which will be given.
  4. Choose one :
    - (a) Write and receipt a bill for 1250 lbs. of coal at \$7.00 per ton.
    - (b) At \$5.00 per cord what is the cost of the following load of wood : The wood is cut in 4 foot lengths and piled 3 ft. high in two tiers across the wagon which is  $3\frac{1}{2}$  ft. wide.
  5. Choose one :
    - (a) Write the note (with indorsements) that would have been given if you had lent Thomas Smith \$500. Sept. 10, 1883, at 5 per cent. and he had paid \$50. Sept. 10, 1884, and \$50. April 10, 1885.
    - (b) Find what is due on this note to-day.
  6. Choose one :
    - (a) Which is the better investment, 5 per cent. bonds at 115 or 4 per cent. bonds at 105?
    - (b) What per cent. is gained or lost in buying goods at \$1500. and selling at \$1750. after keeping them a year, allowing \$100. for expenses and reckoning interest at 6 per cent.?
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7. Choose one :
- (a) What is an insurance policy, why is it given, what becomes of the money paid for it?
  - (b) State fully how a person's tax is computed.
8. Choose one :
- (a) How long are the rafters of a house whose eaves are 30 ft. apart and whose ridge pole is 10 ft. above a line connecting them?
  - (b) If a brick 8 inches long 4 inches wide and 2 inches thick, should be compressed into a cube of equal volume what would be the length of one of its sides?
9. Choose one — Use the two foot rule or the tape measure for measuring :
- (a) Find the number of cubic inches in this peck measure.
  - (b) Find the number of square inches of tin in this wash-boiler, making no allowance for joints, etc.
  - (c) Find the cost of the lumber in the top of your desk at 10 cents per foot.

### GRAMMAR.

From all these symptoms, Columbus was so confident of being near land, that on the evening of the eleventh of October, after public prayers for success, he ordered the sails to be furled, and the ships to lie to, keeping strict watch lest they should be driven ashore in the night.

1. How many *clauses* in this sentence?
  2. Show by example what a *phrase* is.
  3. Name all the *adverbs* in this sentence.
  4. What part of speech is *all*? *these*? *so*? *keeping*?
  5. Parse *to be furled*.
  6. Parse *ships*.
  7. Parse *should be driven*.
- 
-



8. Write the following forms of the verb *lie* :

Ind. pres. 3d sing.

Ind. past 3d sing.

Ind. pres. perf. 3d sing.

9. Change, "he ordered the sails to be furled," so that *furl* may be used in the active voice.

### GEOGRAPHY.

- (a) How long since you studied geography?  
(b) What text-books have you used?  
(c) What books of travel have you read?

1-3.

#### MASSACHUSETTS.

What are its most valuable natural productions?

Name some places famous for their historical associations.

What articles in common use are imported?

4-6.

#### NEW ENGLAND.

Write a short account of New England, as to its surface, drainage climate, and the occupations of its inhabitants.

7-9.

#### UNITED STATES.

Name the great commercial routes ; the principal inland cities ; the chief exports.

10-12.

#### NORTH AMERICA.

Give an account of the flora ; the fauna ; the mineral productions.

13. Which is the longest and which the shortest day in the year?  
14. What part of the earth has no sunlight on December 21st?  
15. What are the "trade winds?"
-

- 
- 
16. In what countries of Asia are large deserts found?
  17. What is a mountain system?
  18. Choose one :
    - (a) Draw a map of any continent.
    - (b) Draw a diagram showing the equator, tropics, ecliptic, polar circles, and axis of the earth.
    - (c) Make a list of the countries having a republican government.

#### *UNITED STATES HISTORY.*

- (a) What text-books in this branch have you studied?
  - (b) What other books of history have you read?
- 

1. What is meant by the "right of discovery?"
  2. Why were the discoveries of Columbus called the "West Indies?"
  3. Tell some of the causes that led men to come to this country as settlers.
  4. How was the settlement of Georgia different from that of the other colonies?
  5. Tell the story of the "Charter Oak."
  6. What was the most important battle in the War of Independence, and why?
  7. What was the cause of the War of 1812?
  8. Describe any battle of the Civil War.
  9. What is a "patent," and how does it help an inventor?
  10. Choose one :
    - (a) How was the Constitution made?
    - (b) What was the "Concord Fight?"
    - (c) What is the Congress, and what are some of its powers?
    - (d) Name the Presidents in their order.
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*SPELLING.*

- |                          |                 |
|--------------------------|-----------------|
| 1. Interval              | 19. Arithmetic  |
| 2. Monosyllable          | 20. Capricorn   |
| 3. Allegiance            | 21. Physiology  |
| 4. Half-past ten o'clock | 22. Antarctic   |
| 5. February              | 23. Relieve     |
| 6. Camera                | 24. Deceive     |
| 7. Bashful               | 25. Summary     |
| 8. Calendar              | 26. Analyze     |
| 9. Adjacent              | 27. Gnaw        |
| 10. Aboriginal           | 28. Knob        |
| 11. Accrued              | 29. Independent |
| 12. Daguerreotype        | 30. Analysis    |
| 13. Dandelion            | 31. Which       |
| 14. Idea                 | 32. Scholar     |
| 15. Meridian             | 33. Professor   |
| 16. Catalogue            | 34. Terrestrial |
| 17. Philosophy           | 35. Proprietor  |
| 18. Primer               | 36. Secretary   |

*ANNIVERSARY ADDRESSES*

Have been given by the following persons : —

- In 1877, by William T. Harris, LL.D., of St. Louis.  
In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.  
In 1879, by Alexander H. Rice, LL.D., of Boston.  
In 1880, by Mrs. Julia Ward Howe, of Boston.  
In 1881, by Rev. Francis Tiffany, of West Newton.  
In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.  
In 1883, by Mrs. Ednah D. Cheney, of Boston.  
In 1884, by Prof. G. Stanley Hall, Ph.D., of Baltimore.  
In 1885, by Prof. Albert Harkness, LL.D., of Providence, R. I.
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★  
➤ MASSACHUSETTS ➤

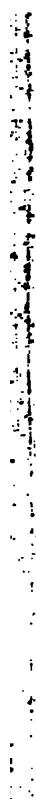
➤ STATE : NORMAL : SCHOOL ➤

**AT WORCESTER.**

1887.



1887



THE  
MUSEUM OF THE  
CITY OF BOSTON

ARCHAEOLOGICAL  
DEPARTMENT





MASSACHUSETTS

State Normal School

AT WORC

CATALOGUE, APPENDIX

THIRTEENTH YEAR



BOSTON.

WRIGHT & POTTER PRINTING CO. STATE PR.

1876-1877.

1887.



**MASSACHUSETTS**  
**State Normal School**

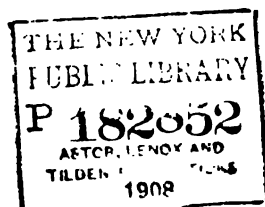
AT WORCESTER.

CATALOGUE AND CIRCULAR,

THIRTEENTH YEAR, 1887.



BOSTON :  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
18 POST OFFICE SQUARE.  
1887.



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# STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

## Ex Officio.

HIS EXCELLENCY OLIVER AMES, EASTON.

HIS HONOR JOHN Q. A. BRACKETT, BOSTON.

## By Appointment.

ADMIRAL P. STONE,	. . .	<i>Springfield,</i>	. . .	May 25, 1887.
Miss ABBY W. MAY,	. . .	<i>Boston,</i>	. . .	May 25, 1888.
MILTON B. WHITNEY,	. . .	<i>Westfield,</i>	. . .	May 25, 1889.
FRANCIS A. WALKER,	. . .	<i>Boston,</i>	. . .	May 25, 1890.
EDWARD C. CARRIGAN,	. . .	<i>Boston,</i>	. . .	May 25, 1891.
ELIJAH B. STODDARD,	. . .	<i>Worcester,</i>	. . .	May 25, 1892.
ALONZO A. MINER,	. . .	<i>Boston,</i>	. . .	May 25, 1893.
HORACE E. SCUDDER,	. . .	<i>Cambridge,</i>	. . .	May 25, 1894.

## SECRETARY.

JOHN W. DICKINSON, . . . . . *Newton.*

## ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST, . . . . . *Boston.*

## AGENTS.

GEORGE A. WALTON, . . . . . *West Newton.*

GEORGE H. MARTIN, . . . . . *Bridgewater.*

JOHN T. PRINCE, . . . . . *Waltham.*

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E. HARLOW RUSSELL, PRINCIPAL.

MISS REBECCA JONES.

CHARLES F. ADAMS.

MISS JULIET PORTER.

HENRY W. BROWN.

MISS HELEN F. MARSH.

MISS ELLEN M. HASKELL.

MRS. MARION J. SUMNER.

---

ABRAM EVERETT, - - - JANITOR.



# THE CALENDAR.

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FOURTEENTH SCHOOL YEAR, 1887-88.

FIRST (FALL) TERM, 1887.

September 8, Thursday,	. . . . .	Entrance examination begins.
Thanksgiving week,	. . . . .	Mid-term recess.
January 26, 1888, Thursday,	. . . . .	First term ends.

WINTER VACATION, ONE WEEK.

SECOND (SPRING) TERM, 1888.

February 2, Thursday,	. . . . .	Entrance examination begins.
Last week in April,	. . . . .	Mid-term recess.
June 21, Thursday,	. . . . .	School year ends.

SUMMER VACATION, ELEVEN WEEKS.

Fifteenth School Year (1888-89) begins with entrance examination on Thursday, September 6, 1888.

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## Special Notice.


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Entrance examinations occur twice a year, — at the beginning of each term, — and at no other time.

Exercises of graduation occur once a year only, — namely, on the last day of the summer term, — and are always open to the public.

There is no session of the school on Monday. On other days the hours are from half-past nine o'clock to five minutes to four, with an intermission of an hour a little after noon.

Communications may be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, 15 Ashland Street.





# STUDENTS.

## PURSUIING POST-GRADUATE STUDIES.

N. B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 16) in the public schools of the city of Worcester.

Alice Lucina Bainbridge (A)	. . . . .	<i>Worcester.</i>
Ella Agnes Casey	. . . . .	<i>Worcester.</i>
Jennie Cora Clough	. . . . .	<i>Worcester.</i>
Mary Blake Dudley (A)	. . . . .	<i>Worcester.</i>
Mary Louise Gafney (A)	. . . . .	<i>Worcester.</i>
Mary Jennie Hart (A)	. . . . .	<i>Worcester.</i>
Anna Trask Kelley (A)	. . . . .	<i>Worcester.</i>
Ella Jane Lyford	. . . . .	<i>Worcester.</i>
Annie Ward Newell (A)	. . . . .	<i>Millbury.</i>
Alice Valentine Phelps	. . . . .	<i>Worcester.</i>
Frances Mary Prentice (A)	. . . . .	<i>Westborough.</i>
Mary Alice Winter	. . . . .	<i>Northbridge.</i>

## FIRST CLASS, JANUARY, 1887.

Harriet Louise Brewster (A)	. . . . .	<i>Westborough.</i>
May Elsie Chapin	. . . . .	<i>Worcester.</i>
Caroline Gertrude Cooke (A)	. . . . .	<i>Worcester.</i>
Sarah Leighton Dinsmore	. . . . .	<i>Lowell.</i>
Sarah Elizabeth Earley (A)	. . . . .	<i>Spencer.</i>
Carrie Lincoln Fletcher (A)	. . . . .	<i>Worcester.</i>
Marion Holbrook (A)	. . . . .	<i>Worcester.</i>
Florence Holman	. . . . .	<i>Webster.</i>
Marietta Knight	. . . . .	<i>Worcester.</i>
Elizabeth McFarland	. . . . .	<i>Sutton.</i>
Hattie Louise Partridge (A)	. . . . .	<i>Worcester.</i>
Cora Deborah Elizabeth Robinson (A)	. . . . .	<i>Worcester.</i>
Lilian Ainsworth Smith (A)	. . . . .	<i>Dudley.</i>

Florence Sherman Waite (A)	. . . . .	<i>Worcester.</i>
Lizzie Helen Wallis (A)	. . . . .	<i>North Oxford.</i>
Margaret Louisa Walsh (A)	. . . . .	<i>Worcester.</i>
Henrietta Maria Wright (A)	. . . . .	<i>East Templeton.</i>

## FIRST CLASS, JUNE, 1887.

Olive Minerva Barnes (A)	. . . . .	<i>Worcester.</i>
Alice Harriette Belding	. . . . .	<i>Worcester.</i>
Annie Josephine Butterfield (A)	. . . . .	<i>Worcester.</i>
Lulu Louise Clarke (A)	. . . . .	<i>Worcester.</i>
Albert Swain Colburn	. . . . .	<i>Shirley Village.</i>
Anna Burgess Collier (A)	. . . . .	<i>Worcester.</i>
Margaret Anne Connolly (A)	. . . . .	<i>Worcester.</i>
Josephine Pauline Convery (A)	. . . . .	<i>Worcester.</i>
Amelia Louisa Diemar (A)	. . . . .	<i>Worcester.</i>
Margaret Mary Hanley (A)	. . . . .	<i>Worcester.</i>
Addie Maria Harthan (A)	. . . . .	<i>Worcester.</i>
Kate Maria Healy (A)	. . . . .	<i>Worcester.</i>
Sarah Emma Hemenway	. . . . .	<i>Barre.</i>
Hattie Emma Higgins (A)	. . . . .	<i>Worcester.</i>
Minnie Eliza Howe (A)	. . . . .	<i>Millbury.</i>

Died at her home in Millbury, January 31, 1887.

Nellie Gertrude Jerome (A)	. . . . .	<i>Worcester.</i>
Cora Emma Kemp (A)	. . . . .	<i>Worcester.</i>
Abbie Curtis Knight (A)	. . . . .	<i>Worcester.</i>
Fanny Richards Brewer Macomber (A)	. . . . .	<i>Worcester.</i>
Emma Martha McCormick	. . . . .	<i>Spencer.</i>
Honora Lucy Murphy (A)	. . . . .	<i>Worcester.</i>
Mary Jane Newton (A)	. . . . .	<i>Greenfield.</i>
Abigail Loretta O'Hara (A)	. . . . .	<i>Worcester.</i>
Lucy Reed Poland (A)	. . . . .	<i>Worcester.</i>
Mary Teresa Power (A)	. . . . .	<i>Worcester.</i>
Miriam Frances Proctor (A)	. . . . .	<i>Spencer.</i>
May Caroline Rogers (A)	. . . . .	<i>Worcester.</i>
Kate Emogene Smith (A)	. . . . .	<i>Florence.</i>
Minnie Belle Stearns (A)	. . . . .	<i>North Leominster.</i>
Louise Adelia Stockdale (A)	. . . . .	<i>Worcester.</i>
Charlotte May Taylor (A)	. . . . .	<i>Bolton.</i>
Bertha Caroline Yeaton (A)	. . . . .	<i>Worcester.</i>

## APPRENTICES.

Edith May Campbell . . . . .	<i>Pueblo, Col.</i>
Idaline Dawley . . . . .	<i>Plainfield, Conn.</i>
Annie Elizabeth Fales . . . . .	<i>Westborough.</i>
Minnie Isabel Gage . . . . .	<i>Worcester.</i>
Nettie May Grout . . . . .	<i>Spencer.</i>
Ida Etta Leland . . . . .	<i>Upton.</i>
Edith Genevieve Loring . . . . .	<i>Westborough.</i>
Mary Mackin . . . . .	<i>Worcester.</i>
Gertrude Emma Nash . . . . .	<i>Worcester.</i>
Mary Gertrude Overend . . . . .	<i>Worcester.</i>
Cora Almira Paige . . . . .	<i>Worcester.</i>
Dora Alvira Paige . . . . .	<i>Worcester.</i>

## SECOND CLASS.

Carrie Maria Bunce . . . . .	<i>Worcester.</i>
Jennie Ambrose Casey (A) . . . . .	<i>Worcester.</i>
Susan May Corbin . . . . .	<i>West Woodstock, Conn.</i>
Mary Agnes Cunningham . . . . .	<i>Worcester.</i>
Anna Maria Dean . . . . .	<i>Worcester.</i>
Catherine Agnes Desmond . . . . .	<i>Bolton.</i>
Catherine Teresa Donnelly (A) . . . . .	<i>Worcester.</i>
Mary Agnes Flynn . . . . .	<i>Worcester.</i>
Ida Childs Gleason . . . . .	<i>West Brookfield.</i>
Anna Miriam Johnson . . . . .	<i>Worcester.</i>
Alice Elizabeth Marsh . . . . .	<i>Leicester.</i>
Katherine Mathews . . . . .	<i>Westborough.</i>
Mary Modesta McGillicuddy . . . . .	<i>Worcester.</i>
Jeannette Morrill . . . . .	<i>Benton, N. H.</i>
Mary Alice O'Gready . . . . .	<i>Worcester.</i>
Helen Louise Osborn . . . . .	<i>Worcester.</i>
Annie Brown Porter . . . . .	<i>Manchester, N. H.</i>
Annie Lilian Proctor . . . . .	<i>Alexandria, Neb.</i>
Mary Agnes Quinn . . . . .	<i>Worcester.</i>
Grace Emmeline Remington . . . . .	<i>Worcester.</i>
Olive Russell . . . . .	<i>Worcester.</i>
Mary Ann Agnes Short . . . . .	<i>Worcester.</i>

Julia Winifred Smith (A)	Quinsigamond.
Mary Alice Smith	Worcester.
Mary Eliza Stearns	Barre.
Flora Addy Strong	Starksborough, Vt.
Margaret Gertrude Sullivan	Worcester.
Mary Louise Taylor	Worcester.
Winifred Rosalie Todd	Worcester.
Helen Frances Walker	Worcester.

## THIRD CLASS.

Julia Therese Adrian	Leicester.
Martha Jennie Alton	Worcester.
Helen Maria Avery	Lancaster.
Abbie Frances Beaman	West Brookfield.
Lavinia Persis Blake	Worcester.
Harriet Amelia Blood	Worcester.
Flora May Boyden	Worcester.
Ellen Gertrude Carey	Worcester.
Stella Elizabeth Chapin	Worcester.
Belle Josephine Clarke	Westborough.
Sadie Louise Comins	Stafford Springs, Conn.
Ada Mary Condy	Worcester.
Harriet Washburn Cook	Worcester.
Emma Jane Cooper	Worcester.
Florence Lane Cota	New Braintree.
Hattie Louisa Day	Worcester.
Annie Eliza Dimick	Leicester.
Bessie May Edmands	Westborough.
Mabel Weld Ellis	Stafford Springs, Conn.
Jennie Maria Fairbanks	Holden.
Ellen Estelle Fitzgerald	Worcester.
Margaret Jane Gartland	Worcester.
Grace May Goddard	Worcester.
Harriet Almira Greene	Wrentham.
Emma Ada Hopwood	Worcester.
Cecilia Theresa Kelley	Worcester.
Catherine Agnes Kennedy	Worcester.
Sarah Jennie Lowe	South Lancaster.

Harriet Howe Maynard . . . . .	<i>Townsend.</i>
Sarah Ann McCormick . . . . .	<i>Worcester.</i>
Ellen Agnes McTiernan . . . . .	<i>Worcester.</i>
Jennie Stuart Mill Morton . . . . .	<i>Webster.</i>
Catherine Josephine Murphy . . . . .	<i>Worcester.</i>
Rupert Henry Murray . . . . .	<i>Worcester.</i>
Grace Lamson Newton . . . . .	<i>Oakdale.</i>
Ellen Agnes O'Neil . . . . .	<i>Worcester.</i>
Mary Elizabeth Patten . . . . .	<i>Danby, Vt.</i>
Alice Cressy Plumer . . . . .	<i>Maxwell, Neb.</i>
Sara Elizabeth Rollison . . . . .	<i>Worcester.</i>
Lou Frances Sawtelle . . . . .	<i>Worcester.</i>
Katie Stevenson . . . . .	<i>Worcester.</i>
Edith Maria Studley . . . . .	<i>Worcester.</i>
Elizabeth Frances Walker . . . . .	<i>Millbury.</i>
Sidney Everett Walton . . . . .	<i>Fitchburg.</i>
Catherine Elizabeth Whalen . . . . .	<i>Worcester.</i>
Harriet Erwin Wheeler . . . . .	<i>Worcester.</i>
Addy Frances Yeaton . . . . .	<i>Worcester.</i>

## FOURTH CLASS.

Ella May Adams . . . . .	<i>Worcester.</i>
Clara Elizabeth Andrews . . . . .	<i>Boylston.</i>
Mary Margaret Callista Ballou . . . . .	<i>Clinton.</i>
Grace Hulford Bishop . . . . .	<i>Worcester.</i>
Annie Jane Blanchard . . . . .	<i>West Windham, N. H.</i>
Anna Callahan . . . . .	<i>Barre.</i>
Marie Virginia Couture . . . . .	<i>Worcester.</i>
Bertha Deming . . . . .	<i>Worcester.</i>
Florence May Dexter . . . . .	<i>Franconia, N. H.</i>
Marion Frances Dexter . . . . .	<i>Franconia, N. H.</i>
Mary Sophia Doescher . . . . .	<i>Cherry Valley.</i>
Ellen Doyle . . . . .	<i>Worcester.</i>
Honora Malony Dunleavy . . . . .	<i>Uxbridge.</i>
Kathline Elizabeth Dwyer . . . . .	<i>Worcester.</i>
Nellie Anna Elliott . . . . .	<i>Grafton.</i>
Elizabeth Christine Finn . . . . .	<i>Worcester.</i>
Mary Gertrude Geary . . . . .	<i>Worcester.</i>

Huldah Jane Gibson . . . . .	<i>South Boston.</i>
Annie Maria Gilbert . . . . .	<i>Worcester.</i>
Eva Josephine Harrington . . . . .	<i>Paxton.</i>
Lilian Elizabeth Hayden . . . . .	<i>Charlton.</i>
Mary Ignatia Healy . . . . .	<i>Worcester.</i>
Anna May Hewett . . . . .	<i>Worcester.</i>
Susan Martha Hill . . . . .	<i>Hudson.</i>
Caroline Gertrude Horgan . . . . .	<i>Worcester.</i>
Harriet Louise Jerome . . . . .	<i>Worcester.</i>
Eva Laurena Jordan . . . . .	<i>Old Orchard, Me.</i>
Margaret Ellen Joyce . . . . .	<i>Worcester.</i>
Mary Bigelow Knowlton . . . . .	<i>Westborough.</i>
Elizabeth Vaughn Lawrence . . . . .	<i>Worcester.</i>
Jessie Jane Leach . . . . .	<i>Tatnuck.</i>
Mary Ellen Loughlen . . . . .	<i>Worcester.</i>
Charlotte McFarland . . . . .	<i>Worcester.</i>
Annie Teresa McGrath . . . . .	<i>Worcester.</i>
Annie York Milliken . . . . .	<i>Worcester.</i>
Mary Martha Moran . . . . .	<i>Worcester.</i>
Jennie Dora Norcross . . . . .	<i>Sutton.</i>
Eliza Frances Palmer . . . . .	<i>Worcester.</i>
Minnie Partridge . . . . .	<i>West Medway.</i>
Effie Rilla Putnam . . . . .	<i>West Sutton.</i>
Jennie Helena Quinn . . . . .	<i>Worcester.</i>
Sarah Agnes Russell . . . . .	<i>Worcester.</i>
Netty Anna Starkey . . . . .	<i>Worcester.</i>
Dora Taft . . . . .	<i>Mendon.</i>
Helen Cross Taft . . . . .	<i>Worcester.</i>
Harriet Ann Tennant . . . . .	<i>Haverhill.</i>
Clara Harwood Walker . . . . .	<i>Worcester.</i>
Mabel Florence Walker . . . . .	<i>Royalston.</i>
Martha Raymond Walker . . . . .	<i>Royalston.</i>
Mary Emma Williams . . . . .	<i>Danielsonville, Conn.</i>
Emma Augusta Windle . . . . .	<i>Worcester.</i>

## SPECIAL STUDENT.

Marietta Eaton Newcomb . . . . .	<i>Worcester.</i>
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## CIRCULAR OF INFORMATION.

### Historical Sketch.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school :—

“By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection,—a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (September 15) the school was opened to pupils.



### Description of the Building.

The building is a large, three-story, massive structure, built of stone, taken from the hill upon which it stands. Its position allows an extensive view of Worcester and its surroundings. From the front steps one looks down through clumps of trees, over the city lying spread within an inner circle of rolling country. The site moreover has all the advantages that light and air can give it. Though situated upon the outskirts of Worcester, it is not more than twenty minutes' walk from the Union Depot, wherein centre the various lines of railroad by which a large proportion of the pupils come in daily from their homes.

In its interior arrangement, the building is spacious and well fitted to the educational needs of the school. On the first floor is a large corridor, running the entire length of the building, and connecting the two entrances. On one side is a laboratory, and a room containing a well-equipped work-bench, and a carefully chosen collection of specimens specially illustrative of the work in Natural Science carried on in the adjoining room. On the other side is a lunch-room, provided with tables and hot-closets, — the place of rendezvous for probably seven-eighths of the pupils every day between the hours of twelve and one. In addition there are, on this floor, unusually large and commodious dressing-rooms. On the second story is the teachers' room, and from it a door opening upon the platform of the hall, — a room of exceptional dimensions, amply lighted, and well set off with busts of eminent men, and with pictures, for the most part gifts of past graduating classes. On the sides are shelves containing carefully selected books of well-recognized value. The hall has several entrances, and it communicates directly with three recitation rooms. Over against the entrance to the teachers' room is a room set apart and arranged for the comfort of such pupils as are taken ill, or in any way feel indisposed during school hours. Between the second and third floors there is a half-story containing class-rooms, and above this a well-stocked model-room and the drawing-room, besides other spacious rooms intended, though not all at present used, for class-

rooms. The building is heated by hot air as well as by steam ; special attention has been paid to ventilation, and to all that can tend to add to the health, comfort and best interests of the pupils.

### Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows : —

“The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

“To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

“The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

#### “STUDIES.

##### “TWO-YEARS’ COURSE.

“Arithmetic, Algebra, Geometry, Book-keeping.

“Physics, Astronomy, Chemistry.

“Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“Penmanship, Drawing, Vocal Music, Gymnastics.

“Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

##### “FOUR-YEARS’ COURSE.

“In addition to the studies named above, the Four-Years’ Course includes Advanced Algebra and Geometry, Trigonometry, and Surveying.

“Advanced Chemistry, Physics, and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

It needs to be stated that while the foregoing list of subjects marks out the field covered in the school curriculum, it gives no adequate idea of the actual work done. It is made a special aim to seize every opportunity to give the pupils the benefit of whatever tends to fit them for the work of teaching. The spirit of this endeavor pervades the whole school. It influences the mode and character of most of the exercises, and imparts to the whole work a tone and zest difficult to describe, but which determines whatever of distinct character the Normal School possesses.

### Apprenticeship.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least

three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another half-year there before receiving his diploma.

During the period of apprenticeship, four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner : —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear, — concerning ways of teaching, cases of discipline and the like, — keeping in mind always the private character of the daily life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices, not, however, with any notion of its being printed, gives an account of a week's experience : —

MONDAY, March 9, 1885. — Instead of having the children read wholly from the readers, we let one class read from slips of paper upon which Miss —— and I have, as we had time, been copying selections from another book. I should have thought the children would have liked it very much for a change, but they didn't seem to like it any better than reading the usual lessons. I think the reason was that, as every slip was different, those who were not reading had to sit up and listen, and couldn't even prompt or correct mistakes — they like to have some active part in what is going on.

I have occasionally, as I had time at noon, drawn some picture on the blackboard. One night after school, pointing to a picture of a rabbit on the blackboard, I asked a boy what it was. "Rabbit," he answered, quickly. "How did you know?" "Long ears," was his brief reply.

TUESDAY, March 10. — Each morning, after the opening exercises, the children have singing and also usually some individual exercise in music. Although most of them have been in school less than two years they seem very skilful in reading the notes by letter and in singing from numbers that are put on the board, thus, — 1, 2, 3, 2, 3, 3, 1, 3, 2, 4, 5, 3, 1, 1. If they are giving attention and keep the place, they can follow the changes almost perfectly. Once in a while, when they are singing, some boy will try to put in variations by singing up on *very* high notes. The rest usually pay no attention to this, but sing on in correct tune.

To-day I told the first class that they might write a story about a boy and girl who went a-fishing, making it up and writing whatever they pleased. Some went directly to writing, while others had to think quite a while. Finally, one boy said, "I don't know how to commence." I told him to say, "Once upon a time," if he couldn't think of anything else. Most of them had a more original beginning. One girl covered both sides of her slate.

One of the shorter ones was something like this:

"John and his sister went with him and they caught six of them they were nice and then they took them home and skin them with a knife and eat them and they were nice and every one has a pice and they did look good they ate them all up and did not saye I don't like fish."

WEDNESDAY, March 11. — At the Normal School. One of the teachers talked to us to-day about teaching children the sums of certain numbers at sight. If the children could learn the sums of some numbers and remember them, it would save them some time and trouble, I should think. If they could only remember that  $2+2=4$ ,  $3+1=4$ ,  $2+3=5$ , etc., without counting up, it would help them say their tables and do combination examples.

During one of the periods, as we did not have enough to talk about in connection with our school work, the teacher commenced reading a very interesting story to us. It is an English translation of a Danish drama, and I hope we shall hear the whole of it.

On the platform we apprentices sang the "action song" that we have been learning. I feared that some of us would laugh, but we succeeded in keeping sober.

THURSDAY, March 12. — This afternoon there were three lady visitors in our school. It has previously seemed to me that these children hadn't learned the art of "showing off," or of acting differently when visitors are in, but to-day they seemed a little conscious of being watched and were quite mischievous and ready to laugh. Once in a while the ladies would see something that they could not help laughing at, and that seemed to please the boys and they laughed too.

The teacher asked me this afternoon to tell the children a story. So I told them one that I happened to hear read last evening, "The Dog of Flanders." I changed it a little, so that it should have a pleasant ending. The children are always quiet and orderly when a story is told to them.

The teacher suggested that I have the children recall and write some time tomorrow a part of the story I told to-day.

FRIDAY, March 13. — To-day I gave the drawing lesson to the second class, instead of to the whole school, as I usually do. I like better to give it to the whole school, there seems to be more interest, and better attention is given.

Yesterday we drew an ellipse and then changed it into a locket. To-day I told them to make the same thing that we drew yesterday. Quite a number remembered and drew the locket.

Two of our nice girls left school to-day. The school has, all the time, many more boys than girls. I wondered why, until my teacher told me that a great many of the girls go to the Sisters' School.

One of our big boys cried with toothache this morning. I pitied him, and I guess the teacher did, for she sent him home at recess. He did not come back this afternoon. Just after school I saw him on Front Street selling papers and looking as well as usual.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art,—an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be

determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

[STATE NORMAL SCHOOL AT WORCESTER.]

Report of the Apprentice-Work of .....

Grade ..... Street School.

Time from ..... to .....

Scale, 10 — Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted, is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation

under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied ; they acquire the "courage of having done the thing before" ; they test their remedies for the school diseases of inattention, disobedience, and the like, by trial on actual patients ; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student ; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

### Requirements for Admission.

THE REQUIRED AGE is, for young men, seventeen years ; for young women, sixteen.

The *average* age of those admitted is usually a little less than nineteen years. Pupils who enter at an age much below the average are



rarely able to get the full benefit of the instruction given without remaining more than two years in the school.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches: viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Other things being equal, those gain most advantage from the course who have spent the longest time in preparation.

The entrance examination is often passed creditably by pupils who have made rapid progress in the required studies, but who have not sufficient intellectual maturity to pursue profitably a more advanced course of instruction. It will be seen, therefore, that three things must be considered in the case of each candidate for admission: (1) *age*, (2) *time spent in preparation*, (3) *ability to pass the examination*.

The standard may be reached in any one of these things and the candidate still be unprepared to enter, by reason of deficiency in one or both of the others.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

TIME OF EXAMINATION FOR ADMISSION. — The regular examination begins on the first day of each term (see Calendar); and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

**SPECIAL STUDENTS.** — Applications having been occasionally made by college graduates to take a special (elective) course at the school, it has for some time been the rule to allow such, in common with Normal School graduates, the full advantages of the institution. On the completion of such a course, a certificate is given, specifying the character and quality of the work done, and the fitness of the candidate to serve as a teacher in the public schools.

**LEAVE OF ABSENCE.** — It is often the case that, through weak health or stress of circumstances, pupils may be obliged to miss one, two, three or more terms. It is in the interest of such that the course need not be pursued uninterruptedly to the end. Students may, and often do, obtain leave of absence to teach or to rest, and resume their work afterwards. This divides, but of course does not shorten, their course of study.

**TERMS OF TUITION.** — Tuition, and also the use of all text-books, is free to such as intend to teach in the public schools of Massachusetts, whether residents of this State or not. Those whose purpose is to teach in other States or in private schools are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

*Pupils who withdraw from the school without permission of the principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

### Government.

The government of the school is not a government of rules, nor even of laws. The school is not without law, but the pupils are led by sug-

gestion, encouragement and admonition, to become a law unto themselves. That this is a statement not merely of what is thought desirable as a method of government, but of what is actually accomplished, is the testimony of both official and casual visitors of the school. The pupils hardly realize that they are governed ; they feel that they govern themselves.

### Health.

INSTRUCTION IN HYGIENE.—A marked feature of the school is the special attention directed not only to the physical well-being of the pupils, but to such instruction as will enable them to deal practically with living questions of hygiene as they arise in every-day life. The pupils are both taught to understand the conditions of healthful life, and trained and assisted to put into practice the instruction they receive in the care of health. They have careful oversight and are advised individually according to their needs. No pupil enters the school without furnishing a physician's certificate of good health, and no pupil is allowed to remain whose physical condition is not thought equal to the demands of the school work. In cases of fatigue, exhaustion, or such indisposition as may unfit pupils for duty, they are advised to take immediate rest ; and it is for the use of such, that a quiet room, fittingly furnished, and one of the lightest and pleasantest in the building, has been set apart. Special efforts are made to counteract any tendency to over-work, over-excitement, or hurry. No recitations or study-periods are longer than forty minutes, and during the ample and frequent intervals of relaxation, school work is completely put-aside.

RECREATION. — The pupils find a fund of social recreation, not only in the hall, which is provided with a piano, and which is thrown open to them to enjoy themselves as they will, but in the large lunch-room used exclusively for the purpose that its name indicates. Shortly after mid-day the luncheons, left since the last recess in the hot-closet, are brought out, and the room is soon made lively by the voices of a hundred or more pupils, seated in groups around tables filled to overflowing with

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the several contributions to this noonday feast. During the warmer months, however, the lunch-room has even to yield in attractiveness to the tree-shaded grounds about the building.

PHYSICAL EXERCISE. — A special time is set apart every day for physical exercises of some sort. These are not set calisthenic movements of the usual kind, but take the form of thorough drill in the throwing of light balls, the handling of sticks or wands, marching to music, singing in chorus, or such exercise as is fitted to develop vigor and activity of body at the same time that it cultivates habits of precision and accuracy, and fits the pupils to meet some of the difficulties of drill and discipline in the profession for which they are being trained.

### Platform Exercises.

No efforts are spared to train the pupils to habits of self-reliance. It is to this end that special importance is attached to the platform exercises. These occupy a half-hour or so every day, and during this period pupils volunteer, each for five minutes or more, to read or recite, or to talk to the school upon any subject which they may have chosen. At such a time they have constantly to meet the criticism and questions of teachers and fellow-pupils; and thus the exercise has been found to be valuable, not only in training the pupils to use the English language with facility and force, and to speak with distinctness and accuracy, but in bringing them to face the sort of difficulties that they may be expected to meet in their profession. On Wednesdays the apprentices have exclusive possession of the platform, and on each such occasion they give to the school, as elsewhere described, the results of their past week's experience in teaching.

### General Facilities.

INCIDENTAL ADVANTAGES. — Important facilities for general improvement are offered to pupils in the libraries, institutions and other means of culture in which Worcester is rich.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students, and taken to the school for purposes of study and illustration.

The hall of the American Antiquarian Society contains a notably rich store of interesting exhibits, and the library includes a rare treasury of books pertaining to American history.

The Free Public Library stands unique among the institutions of the kind in this country, for the effective relationship existing between it and the schools. Its large and well-endowed reference library, its well-filled circulating department, its reading-rooms, supplied with the leading domestic and foreign papers and periodicals, afford exceptional opportunities to the schools. Special facilities are offered to teachers and pupils, and the librarian is unsparing in his efforts to render every aid in the choice and use of books, or in any way in which he can assist the reader.

RAILROAD FARES.—The six lines of railroad centring in Worcester afford easy communication with the neighboring towns and villages. Season-tickets or mileage-tickets are issued to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

### General Information.

BOARD AND ROOMS.—Students are advised to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

There is no boarding-house connected with the school; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. To

such as seek information or advice in this direction, the principal is ready to give every assistance in his power.

In the case of pupils of the Normal School the average cost of board (generally including room, fuel, light and washing) has been ascertained to be about four dollars per week.

INCIDENTAL EXPENSES.—The necessary incidental or miscellaneous expenses have averaged about five dollars for each pupil for the term, or ten dollars a year.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

### State Aid.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

### To Visitors.

A hearty invitation is extended to the parents and friends of pupils, to all, in fact, who may feel inclined, to visit the school, and see the current and method of its daily working.

The school committees and superintendents of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages

such young teachers of promise as aspire to more thorough preparation for their calling.

The school is not in session on Mondays. On other days the hours (leaving out the noon recess) are from half-past nine o'clock to five minutes to four, an arrangement that has been found the most convenient for ninety-six per cent. of the pupils.



## APPENDIX.

## Graduates.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the School Board of the city.

When any change of name or residence has been reported it is indicated immediately under the name and residence at the time of graduation. Graduates will see that it is very desirable to have notice of such changes promptly sent to the principal.

## FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriet Crook . . . . .	<i>Valley Falls.</i>
Mrs. Fred. Snider (Bay State), <i>Northampton.</i>	
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
<i>Worcester.</i>	
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
<i>Worcester.</i>	
Marianna Newton . . . . .	<i>Worcester.</i>
Mrs. Henry E. Chace, <i>Fall River.</i>	
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Mrs. Nathan A. Cobb, <i>Easthampton.</i>	
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

## SECOND CLASS, JANUARY, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>



NAMES.	RESIDENCES.
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Mrs. Horace Martin, <i>East Douglas.</i>	
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Mrs. John W. Nichols, <i>Barre, Vt.</i>	
Milly Jane Hall . . . . .	<i>Upton.</i>
Mrs. Henry L. Patrick, <i>Hopedale.</i>	
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Mrs. Charles F. Wilson, <i>Hartford, Conn.</i>	
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Mrs. Louis E. Chase, <i>Wilkinsonville.</i>	
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Mrs. James Logan, <i>Worcester.</i>	
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
<i>Philadelphia, Pa.</i>	
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>
<i>Dorchester.</i>	

## THIRD CLASS, JULY, 1877.

Carrie Maria Adams . . . . .	<i>Worcester.</i>
Emma Abbie Bigelow . . . . .	<i>Holden.</i>
Mrs. E. C. Houghton, <i>Portland, Me.</i>	
Ida Frances Boyden . . . . .	<i>Oakham.</i>
Mrs. Alban H. Brown, <i>East Douglas.</i>	
Jennie Ellis Chandler . . . . .	<i>Duxbury.</i>
Bessie Alice Chase . . . . .	<i>Worcester.</i>
Mrs. Edmund P. Capron, <i>Worcester.</i>	
Josepha Percy Chase . . . . .	<i>Worcester.</i>
<i>Providence, R. I.</i>	
Katie Agnes Coughlin . . . . .	<i>Worcester.</i>
Mabel Crane . . . . .	<i>Blackstone.</i>
Mrs. W. Henry DeLong, <i>Worcester.</i>	
Mary Rebecca Doherty . . . . .	<i>Worcester.</i>
Mrs. Thomas D. Connolly, <i>Somerville.</i>	
Eliza Ann Fairbanks . . . . .	<i>Westborough.</i>
Mrs. C. H. Hersem, <i>Westborough.</i>	
Ellen Montgomery Fitts . . . . .	<i>Worcester.</i>
Mrs. Robert M. Higgins, <i>Calumet, Mich.</i>	

NAMES.	RESIDENCES.
Mary Elizabeth Fitzgerald . . . . .	<i>Worcester.</i>
Ida Louise Gaskill . . . . .	<i>Blackstone.</i>
Ella Eudora Hall . . . . .	<i>Worcester.</i>
Mrs. Alfred C. Bradish, <i>Worcester.</i>	
Mary Field Harrington . . . . .	<i>Worcester.</i>
Anna Beatrice Hopkins, . . . . .	<i>Worcester.</i>
Mrs. John H. Leland, <i>Worcester.</i>	
Olive Rice Jenks . . . . .	<i>Spencer.</i>
Mrs. Benjamin S. Crocker, <i>Topeka, Kan.</i>	
Lucia Naomi Jennison . . . . .	<i>East Templeton.</i>
Mary Ann Kean . . . . .	<i>Worcester.</i>
Mrs. James Early, <i>Worcester.</i>	
Anna Maria Murray . . . . .	<i>Worcester.</i>
Katie Ann McCarthy . . . . .	<i>Worcester.</i>
Minnie Willietta Sherman . . . . .	<i>Worcester.</i>
Anna Maud Smith . . . . .	<i>Worcester.</i>
Mrs. Otis A. Merrill, <i>Lowell.</i>	
Died in Lowell, April 30, 1886.	
Hattie Urania Thwing . . . . .	<i>Worcester.</i>
Annie Teresa Timon . . . . .	<i>Worcester.</i>
Isabella Livingston Tullis . . . . .	<i>Worcester.</i>
Mrs. William A. Harding, <i>Brooklyn, N. Y.</i>	
Jennie Abbie Whitney . . . . .	<i>Worcester.</i>
Mrs. Henry H. Browning, <i>Haverhill.</i>	

## FOURTH CLASS, JANUARY, 1878.

Lizzie Joanna Andrews . . . . .	<i>Worcester.</i>
Addie Jane Booth . . . . .	<i>Worcester.</i>
Mrs. Alvarado A. Coburn, <i>Worcester.</i>	
Ella Agnes Casey . . . . .	<i>Worcester.</i>
Elizabeth Edwina Chapin . . . . .	<i>Worcester.</i>
Jennie Cora Clough . . . . .	<i>Worcester.</i>
Edna Currier . . . . .	<i>Worcester.</i>
Anna Crosby Cutting . . . . .	<i>Templeton.</i>
Katie Anna Fallon . . . . .	<i>Worcester.</i>
Addie Eliza Kendall . . . . .	<i>Worcester.</i>
Mrs. William E. Waite, <i>Worcester.</i>	
Armina Lillian Paul . . . . .	<i>Worcester.</i>
Mrs. James C. Stewart, <i>Worcester.</i>	
Lilla Maria Rice . . . . .	<i>Grafton.</i>
Mrs. Charles L. Ware, <i>Fort Scott, Kan.</i>	

NAMES.	RESIDENCES.
Fanny Louise Smythe . . . . .	<i>Worcester.</i>
Mrs. John F. Kyes, <i>Worcester.</i>	
Died in Worcester, April 19, 1882.	
Marietta Sykes . . . . .	<i>Blackstone.</i>
Mrs. Edward D. Brown, <i>Minneapolis, Minn.</i>	
Mary Alice Winter . . . . .	<i>Northbridge.</i>
<i>Worcester.</i>	

## FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams . . . . .	<i>Fitchburg.</i>
Mrs. J. Chauncey Lyford, <i>Worcester.</i>	
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Mrs. Franklin Eaton, <i>South Gardner.</i>	
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mrs. Charles T. Newton, <i>West Boylston.</i>	
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsey Sargent . . . . .	<i>South Gardner.</i>
<i>Titusville, Pa.</i>	
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>
Mrs. Winslow S. Lincoln, <i>Worcester.</i>	

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
<i>Springfield.</i>	
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Mrs. D. O. Clark, <i>Warren.</i>	
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Frances Kinne . . . . .	<i>Plainfield, Conn.</i>
Mrs. Edwin D. Goodell, <i>Brookfield.</i>	
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>North Brookfield.</i>

## SEVENTH CLASS, JULY, 1879.

NAMEs.	RESIDENCES.
Eugene Bacon . . . . .	<i>Framingham.</i>
<i>Nobscot.</i>	
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
<i>Mrs. Charles H. Wright, Templeton.</i>	
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
<i>Milford.</i>	
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
<i>Mrs. Fred. Barnes, Worcester.</i>	
Edwin Thomas Painter, B. S. . . . .	<i>Worcester.</i>
<i>Edwin Thomas Painter, M. D., Pittsburg, Pa.</i>	
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
<i>Minneapolis, Minn.</i>	
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill . . . . .	<i>Plainfield, Conn.</i>
Cora Anna Baldwin . . . . .	<i>Worcester.</i>
Mary Elizabeth Barnard . . . . .	<i>Harvard.</i>
<i>Mrs. William J. D' Ewart, Worcester.</i>	
Mary Mead Bowen . . . . .	<i>Mianus, Conn.</i>
Mary Etta Buxton . . . . .	<i>Worcester.</i>
<i>Mrs. Robert W. Robinson, Worcester.</i>	
Sarah Maria Davis . . . . .	<i>Webster.</i>
Daisy Alice Miranda Fairchild . . . . .	<i>Worcester.</i>
<i>Springfield.</i>	
Hattie Grant Gates . . . . .	<i>Worcester.</i>
Mary Gertrude Griggs . . . . .	<i>Worcester.</i>
Etta Lorenda Hill . . . . .	<i>West Upton.</i>
<i>Mrs. Edward H. Forbush, Worcester.</i>	
Caroline Elizabeth Howe . . . . .	<i>Paxton.</i>
Mary Anne Kane . . . . .	<i>North Brookfield.</i>
<i>Mrs. John A. Howard, Spencer.</i>	

NAMES.	RESIDENCES.
Harriet Lightbourn . . . . .	<i>Worcester.</i>
Alice Eliza Meriam . . . . .	<i>Worcester.</i>
Emma Sophronia Peirce . . . . .	<i>Leicester.</i>
Died in Worcester, March 26, 1884.	
Nellie Louisa Pierce . . . . .	<i>Chesterfield, N. H.</i>
Mrs. Fred. W. Fogg, <i>Worcester.</i>	
Rosa Isabelle Seavey . . . . .	<i>Worcester.</i>
Mrs. William C. Howe, <i>Worcester.</i>	
Anna Philena Smith . . . . .	<i>Central Village, Conn.</i>
Maude Mary Smith, . . . . .	<i>Grafton.</i>
Marina Harwood Tucker . . . . .	<i>North Brookfield.</i>

## NINTH CLASS, JULY, 1881.

N. B.— Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see page 16) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) . . . . .	<i>Worcester.</i>
Hattie Bond Andrews (A) . . . . .	<i>Worcester.</i>
Olive Maria Butler . . . . .	<i>Worcester.</i>
Mrs. Charles F. Howard, <i>Orange.</i>	
Elida Maria Capen (A) . . . . .	<i>Charlton.</i>
Rebecca Harlow Davie . . . . .	<i>Worcester.</i>
Wilton Herbert Desper, B. S. . . . .	<i>Worcester.</i>
<i>Stafford Springs, Conn.</i>	
Edward Doolittle Fitch, . . . . .	<i>Worcester.</i>
Edward Doolittle Fitch, M. D., <i>Worcester.</i>	
Anna Trask Kelley (A) . . . . .	<i>Worcester.</i>
Mary Emily McCormick (A) . . . . .	<i>Worcester.</i>
Alice Caroline Mason (A) . . . . .	<i>Worcester.</i>
Mrs. George F. Barnard, <i>Worcester.</i>	
Catherine Theresa Nevins (A) . . . . .	<i>Nantucket.</i>
Georgiana Maria Newton (A) . . . . .	<i>Worcester.</i>
Bertha May Peckham (A) . . . . .	<i>Southborough.</i>
Mrs. Elmer I. Balcom, <i>Whitinsville.</i>	
Elizabeth Nettie Robinson . . . . .	<i>Templeton.</i>
Mrs. W. S. Hincks, <i>Hyde Park.</i>	
Angenette Ethelinda Stone (A) . . . . .	<i>Northbridge.</i>
<i>Minneapolis, Minn.</i>	
Jennie Matilda Tainter (A) . . . . .	<i>Worcester.</i>

## TENTH CLASS, JANUARY, 1882.

NAMES.	RESIDENCES.
Florence Bicknell (A) . . . . .	<i>Rowe.</i>
Died in Boston, May 23, 1885.	
Alice Chapin (A) . . . . .	<i>Auburn.</i>
Abbie Mitchell Dorr . . . . .	<i>Southborough.</i>
Mary Blake Dudley (A) . . . . .	<i>Worcester.</i>
Emma Gertrude Goodwin (A) . . . . .	<i>Worcester.</i>
Abbie Calista Hale . . . . .	<i>Hubbardston.</i>
Lizzie Frances Jones (A) . . . . .	<i>Lunenburg.</i>
Fransess Dolbell Martin . . . . .	<i>Worcester.</i>
Ida Marion McCambridge (A) . . . . .	<i>Worcester.</i>
Elizabeth Adelaide Potter . . . . .	<i>Worcester.</i>
Mary Ella Proctor (A) . . . . .	<i>Worcester.</i>
Mrs. Henry D. Quimby, <i>Worcester.</i>	
Annâ Bush Ranger (A) . . . . .	<i>Worcester.</i>
Sarah Lydia Sawyer . . . . .	<i>Fitchburg.</i>
Caroline Isabel Stone (A) . . . . .	<i>Auburn.</i>
Mrs. William Woodward, <i>Worcester.</i>	
Mabel Burnside Tew (A) . . . . .	<i>Worcester.</i>
Anna Laura Wells (A) . . . . .	<i>Rowe.</i>
Mrs. Benjamin T. Henry, <i>Rowe.</i>	
Mary Blanche Wheatly (A) . . . . .	<i>Worcester.</i>
Died in Worcester, Feb. 7, 1886.	

## ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker . . . . .	<i>Phillipston.</i>
Addie Maria Blenus . . . . .	<i>Worcester.</i>
Anna Theresa Cavanaugh (A) . . . . .	<i>Worcester.</i>
Louis Richards Condry . . . . .	<i>Groton.</i>
Ann Foskett (A) . . . . .	<i>Webster.</i>
Mary Elizabeth Horgan (A) . . . . .	<i>Worcester.</i>
Mrs. John J. Brennan, <i>Cambridge.</i>	
Mary Eliza Jenks (A) . . . . .	<i>Spencer.</i>
Mrs. G. Samuel Boutelle, <i>Spencer.</i>	
Julia Ardelle Mann (A) . . . . .	<i>Blackstone.</i>
Edwin Scott Mathews, B. S. . . . .	<i>Worcester.</i>
Grace Emily Pearl (A) . . . . .	<i>Southborough.</i>
Mrs. Albert C. Brown, <i>Fitchburg.</i>	
Ada Dora Saunders (A) . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Jennie Melenda Sprout . . . . .	<i>Worcester.</i>
Died in Worcester, Feb. 24, 1886.	
Anna Daniels Stowell (A) . . . . .	<i>Worcester.</i>
Mary Florence Stratton (A) . . . . .	<i>Millbury.</i>

## TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A) . . . . .	<i>Worcester.</i>
Harriet Annie Colton . . . . .	<i>Oxford.</i>
Mrs. Frederick A. Wellington, <i>Webster.</i>	
Mary Ellen Convery (A) . . . . .	<i>Worcester.</i>
Hannah Mary Kickham (A) . . . . .	<i>Worcester.</i>
Mary Catherina Morrissey (A) . . . . .	<i>Worcester.</i>
Mabel Piper (A) . . . . .	<i>Worcester.</i>
Anna Theresa Smith (A) . . . . .	<i>Worcester.</i>
Mary Celia Smith (A) . . . . .	<i>Worcester.</i>
Etta Melissa Thayer (A) . . . . .	<i>Worcester.</i>
Etta Theresa Whalen (A) . . . . .	<i>Worcester.</i>

## THIRTEENTH CLASS, JUNE, 1883.

Ada Bartlett Braman . . . . .	<i>Worcester.</i>
Mrs. Charles L. Tower, <i>Worcester.</i>	
Minnie Anna Burgess Chase . . . . .	<i>Worcester.</i>
Louise Frances Clark (A) . . . . .	<i>Paxton.</i>
Mary Louise Gafney (A) . . . . .	<i>Worcester.</i>
Alphonsine Talon L'Esperance (A) . . . . .	<i>Worcester.</i>
Died in St. Hyacinthe, Que., Jan. 1, 1887.	
Mary Frye Lewis . . . . .	<i>Willimantic, Conn.</i>
Mary Agnes McGillicuddy . . . . .	<i>Worcester.</i>
Mary Alice Marshall . . . . .	<i>Still River.</i>
Jessie Moore Nichols . . . . .	<i>Auburn.</i>
Jennie Mitchell Perrin . . . . .	<i>Westborough.</i>
Alice Valentine Phelps . . . . .	<i>Worcester.</i>
Estella Virginia Rolston (A) . . . . .	<i>Worcester.</i>
Jennie Elizabeth Sanderson (A) . . . . .	<i>Worcester.</i>
Mary Gertrude Smith (A) . . . . .	<i>Quinsigamond.</i>
Agnes Rose Stewart (A) . . . . .	<i>Worcester.</i>
Abbie Josephine Taft (A) . . . . .	<i>Worcester.</i>
Lizzie Minnie Urban . . . . .	<i>South Westminster.</i>

NAMES.	RESIDENCES.
Octavia Howard Vaughan (A) . . . . .	<i>Worcester.</i>
Hattie Louisa White . . . . .	<i>Boylston Centre.</i>
Margaret Osgood Whitney . . . . .	<i>Worcester.</i>
<i>Mrs. Frederick W. Blackmer, Worcester.</i>	
Grace Carpenter Williams (A) . . . . .	<i>Gardiner, Me.</i>

## FOURTEENTH CLASS, JANUARY, 1884.

Mary Louise Blenus (A) . . . . .	<i>Worcester.</i>
<i>Died in Millbury, Feb. 6, 1887.</i>	
Daniel Henry Casey . . . . .	<i>Worcester.</i>
Ellen Gertrude Daley (A) . . . . .	<i>Worcester.</i>
Adelia Teresa Gauren (A) . . . . .	<i>Worcester.</i>
Eliza Tainter Gilbert (A) . . . . .	<i>Worcester.</i>
<i>Mrs. George Day, Worcester.</i>	
Eudora Estella Hay . . . . .	<i>Worcester.</i>
John Edward Lynch . . . . .	<i>Worcester.</i>
Nellie Abbie Robbins (A) . . . . .	<i>Rochester, N. Y.</i>

## FIFTEENTH CLASS, JUNE, 1884.

Maria Fernald Bosworth (A) . . . . .	<i>Worcester.</i>
Maud Loetta Davis (A) . . . . .	<i>Worcester.</i>
Ellen Frances Fallon . . . . .	<i>Worcester.</i>
Margaret Frances Hagan . . . . .	<i>Worcester.</i>
Lilla Ingalls . . . . .	<i>East Templeton.</i>
Mary Jessie King . . . . .	<i>Middleville, N. Y.</i>
<i>Mrs. Frank H. Buxton, Worcester.</i>	
Etta Rosella Leonard (A) . . . . .	<i>Worcester.</i>
Mary McCann (A) . . . . .	<i>Leominster.</i>
<i>New Britain, Conn.</i>	
Anna Gertrude Melanefy (A) . . . . .	<i>Worcester.</i>
<i>Died in Worcester, Nov. 30, 1885.</i>	
Annie Ward Newell (A) . . . . .	<i>Millbury.</i>
Helena Bridget O'Keefe . . . . .	<i>Worcester.</i>
<i>Providence, R. I.</i>	
Edith Marietta Rolston (A) . . . . .	<i>Worcester.</i>
Mary Lucy Seavey (A) . . . . .	<i>Worcester.</i>
Alice Alberta Tatman (A) . . . . .	<i>Quinsigamond.</i>
<i>Mrs. Arthur E. Hayer, Quinsigamond.</i>	
Elizabeth Pickering Thompson . . . . .	<i>Durham, N. H.</i>
<i>Mrs. Albert Demeritt, Durham, N. H.</i>	
Katy Adaline Wilder . . . . .	<i>Sterling.</i>
<i>Mrs. R. Lincoln Chandler, Sterling.</i>	



## SIXTEENTH CLASS, JANUARY, 1885.

NAMES.	RESIDENCES.
Katherine Blanche Adams . . . . .	<i>Worcester.</i>
Mrs. Lester T. Crook, <i>Worcester.</i>	
Mary Louise Burroughs . . . . .	<i>Boxborough.</i>
Minnie Jennie Condry (A) . . . . .	<i>Worcester.</i>
Mrs. Charles F. Pharaoh, <i>Montreal, Que.</i>	
Emma Florence Davis . . . . .	<i>Shrewsbury.</i>
Cora Belle Drew . . . . .	<i>Burlington, Vt.</i>
Anna Gertrude Foley (A) . . . . .	<i>Worcester.</i>
Julia Elizabeth Green (A) . . . . .	<i>Worcester.</i>
Lucy Maria Green (A) . . . . .	<i>Worcester.</i>
Catharine Aloysia Hackett (A) . . . . .	<i>Worcester.</i>
Annie Maria Ham (A) . . . . .	<i>Worcester.</i>
Carrie Adaline Hildreth (A) . . . . .	<i>Worcester.</i>
Mary Anne McBride (A) . . . . .	<i>Worcester.</i>
Ellen Gertrude McGillicuddy (A) . . . . .	<i>Worcester.</i>
Mary Agnes Morrissey (A) . . . . .	<i>Worcester.</i>
Delia Isabel Newbury (A) . . . . .	<i>Worcester.</i>
Carrie Louise Palge (A) . . . . .	<i>Hardwick.</i>
Ida May Parsons (A) . . . . .	<i>Holden.</i>
Frances May Prentice (A) . . . . .	<i>Westborough.</i>
Hannah Sheehan (A) . . . . .	<i>Whitinsville.</i>
Mary Elizabeth Talbot Tandy . . . . .	<i>Athol.</i>
Ella Maria Wells (A) . . . . .	<i>Deerfield.</i>
Alvena Betsy Williams (A) . . . . .	<i>Paxton.</i>

## SEVENTEENTH CLASS, JUNE, 1885.

Ida Florence Buxton . . . . .	<i>Worcester.</i>
Cora Augusta Cooley (A) . . . . .	<i>Worcester.</i>
Amy Holbrook Dana (A) . . . . .	<i>West Boylston.</i>
Minnie Alberta Davis . . . . .	<i>Worcester.</i>
Carrie Elizabeth Dodd (A) . . . . .	<i>Paxton.</i>
Emily Sophia Gaskill (A) . . . . .	<i>Mendon.</i>
Emma Jane Goddard (A) . . . . .	<i>Grafton.</i>
Emma Eliza Hayward . . . . .	<i>Ashby.</i>
Benjamin West Kinney (A) . . . . .	<i>Worcester.</i>
Georgia Hudson Lakin (A) . . . . .	<i>Paxton.</i>
Mrs. Charles H. Dodd, <i>Paxton.</i>	

NAMES.	RESIDENCES.
Ada Elvera Mason . . . . .	<i>Worcester.</i>
Agnes Josephine O'Gorman (A) . . . . .	<i>Worcester.</i>
Carrie Melinda Sweetzer (A) . . . . .	<i>Worcester.</i>
Florence Mabel Waite (A) . . . . .	<i>Pittsfield.</i>

## EIGHTEENTH CLASS, JANUARY, 1886.

Alice Lucina Bainbridge (A) . . . . .	<i>Worcester.</i>
Alice Rosilla Barton (A) . . . . .	<i>Upton.</i>
Grace Rebecca Everett (A) . . . . .	<i>Worcester.</i>
Edith May Harding (A) . . . . .	<i>Worcester.</i>
Sarah Wyman Hay (A) . . . . .	<i>Worcester.</i>
Nelly Francene Monroe (A) . . . . .	<i>Rutland.</i>
Julia Agnes Quinn (A) . . . . .	<i>Worcester.</i>
Margaret Scott (A) . . . . .	<i>Burlington, Vt.</i>
Annie Gertrude Thompson (A) . . . . .	<i>Worcester.</i>
Carrie Alona Thompson (A) . . . . .	<i>Worcester.</i>

## NINETEENTH CLASS, JUNE, 1886.

Cora Jane Ball (A) . . . . .	<i>Grafton.</i>
Addie Taylor Banister . . . . .	<i>Worcester.</i>
Clara Harwood Bemis . . . . .	<i>Spencer.</i>
Julia Meeker De Camp (A) . . . . .	<i>Worcester.</i>
Mary Jennie Hart (A) . . . . .	<i>Worcester.</i>
Susan Rhoda Hartwell (A) . . . . .	<i>Oxford.</i>
Thomas Joseph Higgins (A) . . . . .	<i>Worcester.</i>
Mary Alice Johnson . . . . .	<i>Westborough.</i>
Mary Elizabeth Joyce (A) . . . . .	<i>Worcester.</i>
Carrie Lauretta Maynard (A) . . . . .	<i>Worcester.</i>
Susan Augusta Peirce (A) . . . . .	<i>West Boylston.</i>
Abby Louise Penniman (A) . . . . .	<i>Worcester.</i>
Hattie May Ruggles (A) . . . . .	<i>Worcester.</i>
Annie Elizabeth Tucker (A) . . . . .	<i>Chelsea.</i>
Ella Maria Whitney . . . . .	<i>Upton.</i>
Carrie Howard Wilmarth (A) . . . . .	<i>Worcester.</i>

## TWENTIETH CLASS, JANUARY, 1887.

Harriet Louise Brewster (A) . . . . .	<i>Westborough.</i>
May Elsie Chapin . . . . .	<i>Worcester.</i>
Caroline Gertrude Cooke (A) . . . . .	<i>Worcester.</i>

## SIXTEENTH CLASS, JANUARY, 1891.

**NAMES.**

Katherine Blanche Adams	.	.	.	.	.	.	.
Mrs. Lester T. Crook, <i>Worcester.</i>	.	.	.	.	.	.	.
Mary Louise Burroughs	.	.	.	.	.	.	.
Minnie Jennie Condry (A)	.	.	.	.	.	.	.
Mrs. Charles F. Pharaoh, <i>Montreal, Que.</i>	.	.	.	.	.	.	.
Emma Florence Davis	.	.	.	.	.	.	.
Cora Belle Drew	.	.	.	.	.	.	.
Anna Gertrude Foley (A)	.	.	.	.	.	.	.
Julia Elizabeth Green (A)	.	.	.	.	.	.	.
Lucy Maria Green (A)	.	.	.	.	.	.	.
Catharine Aloysia Hackett (A)	.	.	.	.	.	.	.
Annie Maria Ham (A)	.	.	.	.	.	.	.
Carrie Adaline Hildreth (A)	.	.	.	.	.	.	.
Mary Anne McBride (A)	.	.	.	.	.	.	.
Ellen Gertrude McGillicuddy (A)	.	.	.	.	.	.	.
Mary Agnes Morrissey (A)	.	.	.	.	.	.	.
Delia Isabel Newbury (A)	.	.	.	.	.	.	.
Carrie Louise Palge (A)	.	.	.	.	.	.	.
Ida May Parsons (A)	.	.	.	.	.	.	.
Frances May Prentice (A)	.	.	.	.	.	.	.
Hannah Sheehan (A)	.	.	.	.	.	.	.
Mary Elizabeth Talbot Tandy	.	.	.	.	.	.	.
Ella Maria Wells (A)	.	.	.	.	.	.	.
Alvena Betsy Williams (A)	.	.	.	.	.	.	.

## SEVENTEENTH CLASS, JUNE, 1885.

Ida Florence Buxton	Worce.
Cora Augusta Cooley (A)	Worce.
Amy Holbrook Dana (A)	West B.
Minnie Alberta Davis	Worcest
Carrie Elizabeth Dodd (A)	Paxton.
Emily Sophia Gaskill (A)	Mendon.
Emma Jane Goddard (A)	Grafton.
Emma Eliza Hayward	Ashby.
Benjamin West Kinney (A)	Worcester.
Georgia Hudson Lakin (A)	Paxton.

Mrs. Charles H. Dodd, Paxton.

Elizabeth McFarland . . . . .	<i>Sutton.</i>
Hattie Louise Partridge (A) . . . . .	<i>Worcester.</i>
Cora Deborah Elizabeth Robinson (A) . . . . .	<i>Worcester.</i>
Lilian Ainsworth Smith (A) . . . . .	<i>Dudley.</i>
Florence Sherman Waite (A) . . . . .	<i>Worcester.</i>
Lizzie Helen Wallis (A) . . . . .	<i>North Oxford.</i>
Margaret Louisa Walsh (A) . . . . .	<i>Worcester.</i>
Henrietta Maria Wright (A) . . . . .	<i>East Templeton.</i>

## SPECIAL STUDENTS

## WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

1881.

Francis Patrick McKeon, A.B.

Richard Henry Mooney, A.M.

1882.

Thomas William Butler.

Owen Henry Conlin, A.B.

Peter Andrew Conlin, A.B.

Edward Aloysius Quinland, A.B.

1883.

Arthur Hay, A.B.

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Number in the Eleventh Class . . . . .	14
Number in the Twelfth Class . . . . .	10
Number in the Thirteenth Class . . . . .	21
Number in the Fourteenth Class . . . . .	8
Number in the Fifteenth Class . . . . .	16
Number in the Sixteenth Class . . . . .	22
Number in the Seventeenth Class . . . . .	14
Number in the Eighteenth Class . . . . .	10
Number in the Nineteenth Class . . . . .	16
Number in the Twentieth Class . . . . .	17
Total number of Graduates . . . . .	305
Number of Certificated Students . . . . .	7

## GIFTS OF THE GRADUATING CLASSES.

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These all form a part of the decoration of the main hall or school-room.

FIRST CLASS	Apollo. (Bust.)
SECOND CLASS	Angel-Boys, from Raphael's "Sistine Madonna." (Photograph.)
THIRD CLASS	Guido's "Aurora." (Photograph.)
FOURTH CLASS	Colosseum at Rome. (Photograph.)
FIFTH CLASS	Julius Caesar. (Bust.)
SIXTH CLASS	John Locke. (Bust.)
SEVENTH CLASS	Pestalozzi. (Bust.)
EIGHTH CLASS	Ralph Waldo Emerson. (French's Bust.)
NINTH CLASS	"An Old Monarch," by Rosa Bonheur. (Engraving.)
TENTH CLASS	Pyramids and Sphinx. (Photograph.)
ELEVENTH CLASS	Titian's "Flora." (Photograph.)
TWELFTH CLASS	Michel Angelo's "Three Fates." (Photograph.)
THIRTEENTH CLASS	Lincoln. (Volk's Bust.)

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TWELFTH ANNIVERSARY,

➤ STATE : NORMAL : SCHOOL ◀

AT WORCESTER.

— — — — —  
➤ PROGRAMME. ◀

FRIDAY, JUNE 25, 1886.

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NAMES.	RESIDENCES.
Harriet Lightbourn . . . . .	<i>Worcester.</i>
Alice Eliza Meriam . . . . .	<i>Worcester.</i>
Emma Sophronia Peirce . . . . .	<i>Leicester.</i>
Died in Worcester, March 26, 1884.	
Nellie Louisa Pierce . . . . .	<i>Chesterfield, N. H.</i>
Mrs. Fred. W. Fogg, <i>Worcester.</i>	
Rosa Isabelle Seavey . . . . .	<i>Worcester.</i>
Mrs. William C. Howe, <i>Worcester.</i>	
Anna Philena Smith . . . . .	<i>Central Village, Conn.</i>
Maude Mary Smith, . . . . .	<i>Grafton.</i>
Marina Harwood Tucker . . . . .	<i>North Brookfield.</i>

## NINTH CLASS, JULY, 1881.

N. B.—Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see page 16) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) . . . . .	<i>Worcester.</i>
Hattie Bond Andrews (A) . . . . .	<i>Worcester.</i>
Olive Maria Butler . . . . .	<i>Worcester.</i>
Mrs. Charles F. Howard, <i>Orange.</i>	
Elida Maria Capen (A) . . . . .	<i>Charlton.</i>
Rebecca Harlow Davie . . . . .	<i>Worcester.</i>
Wilton Herbert Desper, B. S. . . . .	<i>Worcester.</i>
<i>Stafford Springs, Conn.</i>	
Edward Doolittle Fitch, . . . . .	<i>Worcester.</i>
Edward Doolittle Fitch, M. D., <i>Worcester.</i>	
Anna Trask Kelley (A) . . . . .	<i>Worcester.</i>
Mary Emily McCormick (A) . . . . .	<i>Worcester.</i>
Alice Caroline Mason (A) . . . . .	<i>Worcester.</i>
Mrs. George F. Barnard, <i>Worcester.</i>	
Catherine Theresa Nevins (A) . . . . .	<i>Nantucket.</i>
Georgiana Maria Newton (A) . . . . .	<i>Worcester.</i>
Bertha May Peckham (A) . . . . .	<i>Southborough.</i>
Mrs. Elmer I. Balcom, <i>Whitinsville.</i>	
Elizabeth Nettie Robinson . . . . .	<i>Templeton.</i>
Mrs. W. S. Hincks, <i>Hyde Park.</i>	
Angenette Ethelinda Stone (A) . . . . .	<i>Northbridge.</i>
<i>Minneapolis, Minn.</i>	
Jennie Matilda Tainter (A) . . . . .	<i>Worcester.</i>



## TENTH CLASS, JANUARY, 1882.

NAMES.	RESIDENCES.
Florence Bicknell (A) . . . . .	<i>Rowe.</i>
Died in Boston, May 28, 1885.	
Alice Chapin (A) . . . . .	<i>Auburn.</i>
Abbie Mitchell Dorr . . . . .	<i>Southborough.</i>
Mary Blake Dudley (A) . . . . .	<i>Worcester.</i>
Emma Gertrude Goodwin (A) . . . . .	<i>Worcester.</i>
Abbie Calista Hale . . . . .	<i>Hubbardston.</i>
Lizzie Frances Jones (A) . . . . .	<i>Lunenburg.</i>
Fransess Dolbell Martin . . . . .	<i>Worcester.</i>
Ida Marion McCambridge (A) . . . . .	<i>Worcester.</i>
Elizabeth Adelaide Potter . . . . .	<i>Worcester.</i>
Mary Ella Proctor (A) . . . . .	<i>Worcester.</i>
Mrs. Henry D. Quimby, <i>Worcester.</i>	
Annä Bush Ranger (A) . . . . .	<i>Worcester.</i>
Sarah Lydia Sawyer . . . . .	<i>Fitchburg.</i>
Caroline Isabel Stone (A) . . . . .	<i>Auburn.</i>
Mrs. William Woodward, <i>Worcester.</i>	
Mabel Burnside Tew (A) . . . . .	<i>Worcester.</i>
Anna Laura Wells (A) . . . . .	<i>Rowe.</i>
Mrs. Benjamin T. Henry, <i>Rowe.</i>	
Mary Blanche Wheatly (A) . . . . .	<i>Worcester.</i>
Died in Worcester, Feb. 7, 1886.	

## ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker . . . . .	<i>Phillipston.</i>
Addie Maria Blenus . . . . .	<i>Worcester.</i>
Anna Theresa Cavanaugh (A) . . . . .	<i>Worcester.</i>
Louis Richards Condry . . . . .	<i>Groton.</i>
Ann Foksett (A) . . . . .	<i>Webster.</i>
Mary Elizabeth Horgan (A) . . . . .	<i>Worcester.</i>
Mrs. John J. Brennan, <i>Cambridge.</i>	
Mary Eliza Jenks (A) . . . . .	<i>Spencer.</i>
Mrs. G. Samuel Boutelle, <i>Spencer.</i>	
Julia Ardelle Mann (A) . . . . .	<i>Blackstone.</i>
Edwin Scott Mathews, B. S. . . . .	<i>Worcester.</i>
Grace Emily Pearl (A) . . . . .	<i>Southborough.</i>
Mrs. Albert C. Brown, <i>Fitchburg.</i>	
Ada Dora Saunders (A) . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Jennie Melenda Sprout . . . . .	<i>Worcester.</i>
Died in Worcester, Feb. 24, 1886.	
Anna Daniels Stowell (A) . . . . .	<i>Worcester.</i>
Mary Florence Stratton (A) . . . . .	<i>Millbury.</i>

## TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A) . . . . .	<i>Worcester.</i>
Harriet Annie Colton . . . . .	<i>Oxford.</i>
Mrs. Frederick A. Wellington, <i>Webster.</i>	
Mary Ellen Convery (A) . . . . .	<i>Worcester.</i>
Hannah Mary Kickham (A) . . . . .	<i>Worcester.</i>
Mary Catherina Morrissey (A) . . . . .	<i>Worcester.</i>
Mabel Piper (A) . . . . .	<i>Worcester.</i>
Anna Theresa Smith (A) . . . . .	<i>Worcester.</i>
Mary Celia Smith (A) . . . . .	<i>Worcester.</i>
Etta Melissa Thayer (A) . . . . .	<i>Worcester.</i>
Etta Theresa Whalen (A) . . . . .	<i>Worcester.</i>

## THIRTEENTH CLASS, JUNE, 1883.

Ada Bartlett Braman . . . . .	<i>Worcester.</i>
Mrs. Charles L. Tower, <i>Worcester.</i>	
Minnie Anna Burgess Chase . . . . .	<i>Worcester.</i>
Louise Frances Clark (A) . . . . .	<i>Paxton.</i>
Mary Louise Gafney (A) . . . . .	<i>Worcester.</i>
Alphonsine Talon L'Esperance (A) . . . . .	<i>Worcester.</i>
Died in St. Hyacinthe, Que., Jan. 1, 1887.	
Mary Frye Lewis . . . . .	<i>Willimantic, Conn.</i>
Mary Agnes McGillicuddy . . . . .	<i>Worcester.</i>
Mary Alice Marshall . . . . .	<i>Still River.</i>
Jessie Moore Nichols . . . . .	<i>Auburn.</i>
Jennie Mitchell Perrin . . . . .	<i>Westborough.</i>
Alice Valentine Phelps . . . . .	<i>Worcester.</i>
Estella Virginia Rolston (A) . . . . .	<i>Worcester.</i>
Jennie Elizabeth Sanderson (A) . . . . .	<i>Worcester.</i>
Mary Gertrude Smith (A) . . . . .	<i>Quinsigamond.</i>
Agnes Rose Stewart (A) . . . . .	<i>Worcester.</i>
Abbie Josephine Taft (A) . . . . .	<i>Worcester.</i>
Lizzie Minnie Urban . . . . .	<i>South Westminster.</i>

NAMES.	RESIDENCES.
Octavia Howard Vaughan (A) . . . . .	<i>Worcester.</i>
Hattie Louisa White . . . . .	<i>Boylston Centre.</i>
Margaret Osgood Whitney . . . . .	<i>Worcester.</i>
Mrs. Frederick W. Blackmer, <i>Worcester.</i>	
Grace Carpenter Williams (A) . . . . .	<i>Gardiner, Me.</i>

## FOURTEENTH CLASS, JANUARY, 1884.

Mary Louise Blenus (A) . . . . .	<i>Worcester.</i>
Died in Millbury, Feb. 6, 1887.	
Daniel Henry Casey . . . . .	<i>Worcester.</i>
Ellen Gertrude Daley (A) . . . . .	<i>Worcester.</i>
Adelia Teresa Gauren (A) . . . . .	<i>Worcester.</i>
Eliza Tainter Gilbert (A) . . . . .	<i>Worcester.</i>
Mrs. George Day, <i>Worcester.</i>	
Eudora Estella Hay . . . . .	<i>Worcester.</i>
John Edward Lynch . . . . .	<i>Worcester.</i>
Nellie Abbie Robbins (A) . . . . .	<i>Rochester, N. Y.</i>

## FIFTEENTH CLASS, JUNE, 1884.

Maria Fernald Bosworth (A) . . . . .	<i>Worcester.</i>
Maud Loetta Davis (A) . . . . .	<i>Worcester.</i>
Ellen Frances Fallon . . . . .	<i>Worcester.</i>
Margaret Frances Hagan . . . . .	<i>Worcester.</i>
Lilla Ingalls . . . . .	<i>East Templeton.</i>
Mary Jessie King . . . . .	<i>Middleville, N. Y.</i>
Mrs. Frank H. Buxton, <i>Worcester.</i>	
Etta Rosella Leonard (A) . . . . .	<i>Worcester.</i>
Mary McCann (A) . . . . .	<i>Leominster.</i>
<i>New Britain, Conn.</i>	
Anna Gertrude Melanefy (A) . . . . .	<i>Worcester.</i>
Died in Worcester, Nov. 30, 1885.	
Annie Ward Newell (A) . . . . .	<i>Millbury.</i>
Helena Bridget O'Keefe . . . . .	<i>Worcester.</i>
<i>Providence, R. I.</i>	
Edith Marietta Rolston (A) . . . . .	<i>Worcester.</i>
Mary Lucy Seavey (A) . . . . .	<i>Worcester.</i>
Alice Alberta Tatman (A) . . . . .	<i>Quinsigamond.</i>
Mrs. Arthur E. Hayer, <i>Quinsigamond.</i>	
Elizabeth Pickering Thompson . . . . .	<i>Durham, N. H.</i>
Mrs. Albert Demeritt, <i>Durham, N. H.</i>	
Katy Adaline Wilder . . . . .	<i>Sterling.</i>
Mrs. R. Lincoln Chandler, <i>Sterling.</i>	

## SIXTEENTH CLASS, JANUARY, 1885.

NAMES.	RESIDENCES.
Katherine Blanche Adams . . . . .	<i>Worcester.</i>
Mrs. Lester T. Crook, <i>Worcester.</i>	
Mary Louise Burroughs . . . . .	<i>Boxborough.</i>
Minnie Jennie Condry (A) . . . . .	<i>Worcester.</i>
Mrs. Charles F. Pharaoh, <i>Montreal, Que.</i>	
Emma Florence Davis . . . . .	<i>Shrewsbury.</i>
Cora Belle Drew . . . . .	<i>Burlington, Vt.</i>
Anna Gertrude Foley (A) . . . . .	<i>Worcester.</i>
Julia Elizabeth Green (A) . . . . .	<i>Worcester.</i>
Lucy Maria Green (A) . . . . .	<i>Worcester.</i>
Catharine Aloysia Hackett (A) . . . . .	<i>Worcester.</i>
Annie Maria Ham (A) . . . . .	<i>Worcester.</i>
Carrie Adaline Hildreth (A) . . . . .	<i>Worcester.</i>
Mary Anne McBride (A) . . . . .	<i>Worcester.</i>
Ellen Gertrude McGillicuddy (A) . . . . .	<i>Worcester.</i>
Mary Agnes Morrissey (A) . . . . .	<i>Worcester.</i>
Delia Isabel Newbury (A) . . . . .	<i>Worcester.</i>
Carrie Louise Paige (A) . . . . .	<i>Hardwick.</i>
Ida May Parsons (A) . . . . .	<i>Holden.</i>
Frances May Prentice (A) . . . . .	<i>Westborough.</i>
Hannah Sheehan (A) . . . . .	<i>Whitinsville.</i>
Mary Elizabeth Talbot Tandy . . . . .	<i>Athol.</i>
Ella Maria Wells (A) . . . . .	<i>Deerfield.</i>
Alvena Betsy Williams (A) . . . . .	<i>Paxton.</i>

## SEVENTEENTH CLASS, JUNE, 1885.

Ida Florence Buxton . . . . .	<i>Worcester.</i>
Cora Augusta Cooley (A) . . . . .	<i>Worcester.</i>
Amy Holbrook Dana (A) . . . . .	<i>West Boylston.</i>
Minnie Alberta Davis . . . . .	<i>Worcester.</i>
Carrie Elizabeth Dodd (A) . . . . .	<i>Paxton.</i>
Emily Sophia Gaskill (A) . . . . .	<i>Mendon.</i>
Emma Jane Goddard (A) . . . . .	<i>Grafton.</i>
Emma Eliza Hayward . . . . .	<i>Ashby.</i>
Benjamin West Kinney (A) . . . . .	<i>Worcester.</i>
Georgia Hudson Lakin (A) . . . . .	<i>Paxton.</i>
Mrs. Charles H. Dodd, <i>Paxton.</i>	

NAMES.	RESIDENCES.
Ada Elvera Mason . . . . .	<i>Worcester.</i>
Agnes Josephine O'Gorman (A) . . . . .	<i>Worcester.</i>
Carrie Melinda Sweetzer (A) . . . . .	<i>Worcester.</i>
Florence Mabel Waite (A) . . . . .	<i>Pittsfield.</i>

## EIGHTEENTH CLASS, JANUARY, 1896.

Alice Lucina Bainbridge (A) . . . . .	<i>Worcester.</i>
Alice Rosilla Barton (A) . . . . .	<i>Upton.</i>
Grace Rebecca Everett (A) . . . . .	<i>Worcester.</i>
Edith May Harding (A) . . . . .	<i>Worcester.</i>
Sarah Wyman Hay (A) . . . . .	<i>Worcester.</i>
Nelly Francene Monroe (A) . . . . .	<i>Rutland.</i>
Julia Agnes Quinn (A) . . . . .	<i>Worcester.</i>
Margaret Scott (A) . . . . .	<i>Burlington, Vt.</i>
Annie Gertrude Thompson (A) . . . . .	<i>Worcester.</i>
Carrie Alona Thompson (A) . . . . .	<i>Worcester.</i>

## NINETEENTH CLASS, JUNE, 1896.

Cora Jane Ball (A) . . . . .	<i>Grafton.</i>
Addie Taylor Banister . . . . .	<i>Worcester.</i>
Clara Harwood Bemis . . . . .	<i>Spencer.</i>
Julia Meeker De Camp (A) . . . . .	<i>Worcester.</i>
Mary Jennie Hart (A) . . . . .	<i>Worcester.</i>
Susan Rhoda Hartwell (A) . . . . .	<i>Oxford.</i>
Thomas Joseph Higgins (A) . . . . .	<i>Worcester.</i>
Mary Alice Johnson . . . . .	<i>Westborough.</i>
Mary Elizabeth Joyce (A) . . . . .	<i>Worcester.</i>
Carrie Lauretta Maynard (A) . . . . .	<i>Worcester.</i>
Susan Augusta Peirce (A) . . . . .	<i>West Boylston.</i>
Abby Louise Penniman (A) . . . . .	<i>Worcester.</i>
Hattie May Ruggles (A) . . . . .	<i>Worcester.</i>
Annie Elizabeth Tucker (A) . . . . .	<i>Chelsea.</i>
Ella Maria Whitney . . . . .	<i>Upton.</i>
Carrie Howard Wilmarth (A) . . . . .	<i>Worcester.</i>

## TWENTIETH CLASS, JANUARY, 1897.

Harriet Louise Brewster (A) . . . . .	<i>Westborough.</i>
May Elsie Chapin . . . . .	<i>Worcester.</i>
Caroline Gertrude Cooke (A) . . . . .	<i>Worcester.</i>

Elizabeth McFarland . . . . .	<i>Sutton.</i>
Hattie Louise Partridge (A) . . . . .	<i>Worcester.</i>
Cora Deborah Elizabeth Robinson (A) . . . . .	<i>Worcester.</i>
Lilian Ainsworth Smith (A) . . . . .	<i>Dudley.</i>
Florence Sherman Waite (A) . . . . .	<i>Worcester.</i>
Lizzie Helen Wallis (A) . . . . .	<i>North Oxford.</i>
Margaret Louisa Walsh (A) . . . . .	<i>Worcester.</i>
Henrietta Maria Wright (A) . . . . .	<i>East Templeton.</i>

SPECIAL STUDENTS  
WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

1881.

Francis Patrick McKeon, A.B.

Richard Henry Mooney, A.M.

1892.

Thomas William Butler.

Owen Henry Conlin, A.B.

Peter Andrew Conlin, A.B.

Edward Aloysius Quinland, A.B.

1893.

Arthur Hay, A.B.

SUMMARY OF NUMBERS.

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Number in the Eleventh Class . . . . .	14
Number in the Twelfth Class . . . . .	10
Number in the Thirteenth Class . . . . .	21
Number in the Fourteenth Class . . . . .	8
Number in the Fifteenth Class . . . . .	16
Number in the Sixteenth Class . . . . .	22
Number in the Seventeenth Class . . . . .	14
Number in the Eighteenth Class . . . . .	10
Number in the Nineteenth Class . . . . .	16
Number in the Twentieth Class . . . . .	17
Total number of Graduates . . . . .	305
Number of Certificated Students . . . . .	7

## GIFTS OF THE GRADUATING CLASSES.

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These all form a part of the decoration of the main hall or school-room.

FIRST CLASS	.	.	.	.	.	.	.	Apollo. (Bust.)
SECOND CLASS	.	Angel-Boys, from Raphael's "Sistine Madonna."						(Photograph.)
THIRD CLASS	.	.	.	.	.	.	Guido's "Aurora."	(Photograph.)
FOURTH CLASS	.	.	.	.	.	.	Colosseum at Rome.	(Photograph.)
FIFTH CLASS	.	.	.	.	.	.	Julius Cæsar.	(Bust.)
SIXTH CLASS	.	.	.	.	.	.	John Locke.	(Bust.)
SEVENTH CLASS	.	.	.	.	.	.	Pestalozzi.	(Bust.)
EIGHTH CLASS	.	.	.	.	.	.	Ralph Waldo Emerson.	(French's Bust.)
NINTH CLASS	.	.	.	.	.	.	"An Old Monarch," by Rosa Bonheur.	(Engraving.)
TENTH CLASS	.	.	.	.	.	.	Pyramids and Sphinx.	(Photograph.)
ELEVENTH CLASS	.	.	.	.	.	.	Titian's "Flora."	(Photograph.)
TWELFTH CLASS	.	Michel Angelo's "Three Fates."						(Photograph.)
THIRTEENTH CLASS	.	.	.	.	.	.	Lincoln.	(Volk's Bust.)



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TWELFTH ANNIVERSARY.

➤ STATE : NORMAL : SCHOOL ◀

AT WORCESTER.

—  
➤ PROGRAMME. ◀

FRIDAY, JUNE 25, 1886.

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## FORENOON,

BEGINNING AT HALF-PAST NINE O'CLOCK.

SINGING, — Hymn, "To Thy Pastures." . . . *Blumenthal.*

## Reading of the Theses.

EIGHTEENTH CLASS, JANUARY, 1886.

*ALICE LUCINA BAINBRIDGE (A), . . . . .	Worcester.
USES OF THE BLACKBOARD.	
ALICE ROSILLA BARTON (A), . . . . .	Upton.
LEARNING BY EAR.	
GRACE REBECCA EVERETT (A), . . . . .	Worcester.
GEOMETRY FOR CHILDREN.	
*EDITH MAY HARDING (A), . . . . .	Worcester.
THE LAW OF HABIT.	
*SARAH WYMAN HAY (A), . . . . .	Worcester.
INDIRECT TEACHING OF SCHOOL LIFE.	
*NELLY FRANCENE MONROE (A), . . . . .	Rutland.
CHILDREN'S RIGHTS.	
JULIA AGNES QUINN (A), . . . . .	Worcester.
VENTILATION.	
*MARGARET SCOTT (A), . . . . .	Burlington, Vt.
NEWS IN THE SCHOOLROOM.	
ANNIE GERTRUDE THOMPSON (A), . . . . .	Worcester.
GENERAL INFORMATION LESSONS.	
*CARRIE ALONA THOMPSON (A), . . . . .	Worcester.
CHILDREN'S COLLECTIONS.	

RECESS, — FIVE MINUTES.

SINGING, — "Sing for the Praise of Our Country," . . . *Oliver.*

NOTE. — Not all the essays can be read in the time allotted to the exercises. The names of the readers are indicated by a star.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices in the public schools of the city of Worcester.

## NINETEENTH CLASS, JUNE, 1886.

CORA JANE BALL (A), . . . . .	Grafton.
GILL'S "SYSTEMS OF EDUCATION."	
*ADDIE TAYLOR BANISTER, . . . . .	Worcester.
FARM INFLUENCE IN EDUCATION.	
CLARA HARWOOD BEMIS, . . . . .	Spencer.
WAYS OF TEACHING READING.	
*JULIA MEEKER DE CAMP (A), . . . . .	Worcester.
MANUAL TRAINING IN THE BOSTON SCHOOLS.	
MARY JENNIE HART (A), . . . . .	Worcester.
SCHOOL DISCIPLINE.	
*SUSAN RHODA HARTWELL (A), . . . . .	Oxford.
THE ÆSTHETIC FACULTY IN SCHOOL.	
*THOMAS JOSEPH HIGGINS (A), . . . . .	Worcester.
SCHOOL APPLIANCES.	
*MARY ALICE JOHNSON, . . . . .	Westborough.
CITY AND COUNTRY SCHOOLS.	
MARY ELIZABETH JOYCE (A), . . . . .	Worcester.
COMPAYRE'S "HISTORY OF PEDAGOGY."	
*CARRIE LAURETTA MAYNARD (A), . . . . .	Worcester.
OBSERVATION OF CHILDREN.	
*SUSAN AUGUSTA PEIRCE (A), . . . . .	West Boylston.
"FOR A TEACHER."	
*ABBY LOUISE PENNIMAN (A), . . . . .	Worcester.
PHYSICAL GEOGRAPHY: ITS BEARING ON HISTORY.	
HATTIE MAY RUGGLES (A), . . . . .	Worcester.
THE CHILD'S ARBOR DAY.	
*ANNIE ELISABETH TUCKER (A), . . . . .	Chelsea.
OUR APPRENTICESHIP.	
*ELLA MARIA WHITNEY, . . . . .	Upton.
LEARNING WITHOUT BOOKS.	
CARRIE HOWARD WILMARTH (A), . . . . .	Worcester.
THE GREEK CHILD.	

BEGINNING AT QUARTER-PAST TWO O'CLOCK.

---

SINGING, — "March of the Men of Harlech" (learnt by ear),

*Arranged by Mr. C. C. Stearn*

VALEDICTORY, — EIGHTEENTH CLASS.

GRACE REBECCA EVERETT (A), . . . . . Worcester.

GEOMETRY FOR CHILDREN.

---

VALEDICTORY, — NINETEENTH CLASS.

CARRIE HOWARD WILMARTH (A), . . . . . Worcester.

THE GREEK CHILD.

---

Award of Diplomas.

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SINGING, — Three old Songs (learnt by ear and sung in unison):

1. "The Blue Bell of Scotland."
  2. "Poor Tom Bowling."
  3. "Rise, rise, thou Merry Lark."
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## LAST REPORT OF THE STATE BOARD OF VISITORS CONCERNING THE WORCESTER SCHOOL.

[*From the Fiftieth Annual Report of the Board of Education.*]

### STUDENTS.

The visitors find a larger attendance of students this year than ever before in the history of the school. The conditions of admission have been in no way relaxed, but if anything, rather more strictly maintained, with the gratifying result that the newly admitted pupils stand, on the whole, above the average in attainments and maturity.

The publication in the annual catalogue of the entrance examination questions, from year to year, seems to have had a beneficial effect in securing a better preparation on the part of those having the Normal School course in view. Candidates have more generally come to recognize the necessity of regularly fitting themselves beforehand for the Normal School, instead of trying to squeeze through the entrance examination with all their imperfections on their heads, trusting to the school itself to make good afterwards, in some miraculous way, all deficiencies of elementary knowledge.

But while there is this improvement to be noticed, the impression still lingers in the minds of many that the Normal School is the be-all and the end-all of preparation for teaching, an impression to be removed only by insisting more and more upon such preparatory study, in high schools or elsewhere, as may enable the student to enter with advantage upon something like professional training.

The visitors believe that this school is behind no other in the State in doing its share towards this very desirable end.

### TEACHERS.

The teaching staff remains the same as for several years past, with the exception that Mr. James S. Whitman, who has rendered most valuable service in the departments of history and English, taking the place of Miss Ellen M. Haskell during her absence in Europe, has retired from the faculty, and Miss Haskell has resumed her former work.

Mr. Whitman's scholarship and character added to the efficiency of the school, and his withdrawal is sincerely regretted.

Miss Haskell, whose culture and ability are of a very high order, returns to her classes with a warm welcome from her associates and pupils.

#### GRADUATES.

The graduates of the present year have been fully up to the accepted standard, both in scholarship and teaching ability, and they are nearly all, as appears elsewhere, already at their chosen work in the school-room.

Before asking for their diplomas, they had all passed the regular public examination of teachers, by the School Committee of Worcester, and had all shown decided teaching faculty, either in schools of their own or in a six months' "apprenticeship" in the public schools of the city of Worcester, thus submitting their qualifications to a recognized practical test.

This evinces a genuine professional spirit, and the visitors regard it as deserving especial commendation.

#### THE STUDY OF CHILDREN.

The systematic, objective study of children, alluded to in our last report, has developed into a regular feature of the school, and its influence in bringing students into close and true relations to children is already apparent. It is the source of a new and fresh interest in the whole aim and object of teaching, and it gives at the same time valuable aid in forming correct habits of scientific observation and induction that may be applied to the pursuit of any object of study whatever.

The records of these observations of children, now amounting to several thousands in number, are carefully classified and preserved, and are believed to contain much valuable material for a revised and improved psychology of childhood that may, in future, render important service to the art of teaching.

#### IMPROVEMENTS OF THE BUILDING AND GROUNDS.

The appropriation of three thousand dollars granted by the last Legislature has been carefully expended in furtherance of the objects for which it was made.

A new furnace has been put in, with two horizontal tubular boilers of steel, made and set by Messrs. Stewart & Son of Worcester.

The material and workmanship are believed to be of the best, and so far as tested, the apparatus works in an efficient and satisfactory manner. The above improvements have cost about seventeen hundred dollars.

Work upon the grounds has been continued as far as the balance of the appropriation, used with the strictest economy, would allow. It has had to be dropped, however, in a very incomplete state, because of the insufficiency of the appropriation. The massive and unsightly ledge that has disfigured the southwest corner of the lot has been in large part removed by blasting, and the broken rock has been used in grading and terracing, and in the construction of the boundary wall.

But the work is one of considerable magnitude and difficulty, owing to the extent, unevenness and rocky character of the ground, and a good deal remains to be done before the grounds as a whole, ample and picturesque as they are in their natural features, can present anything like the appearance of refinement and beauty that befits so noble and commanding a site.

The enclosing wall, now partly built, ought to be speedily completed. The present exposed condition of the lot, which has existed for more than twelve years, is not only discreditable in appearance, but while it is allowed to remain, the students are practically deprived of the enjoyment of a much needed play-ground. And it is worth mentioning in this connection, that, in their enthusiastic observance of Arbor Day last spring, these students (mostly young women) set out with their own hands more than fifty ornamental trees and shrubs, a work deserving every encouragement, but which will come to nothing unless the grounds are properly protected.

It is, therefore, earnestly hoped that the present Legislature will promptly make an appropriation needed to finish this wall and put the whole enclosure into proper condition.

#### ADDRESSES.

The school is much indebted to Mr. Charles Dudley Warner, who gave the anniversary address in June, a most able and interesting essay on "Practical Education."

Our thanks are also due to Professor G. Stanley Hall, of Johns Hopkins University, and to Principal E. A. Sheldon, of the Oswego Normal School, for informal addresses to the school, of much interest and value.

#### STATISTICS.

##### 1. Numbers:—

Enrolled Nov. 1, 1885, . . . . .	129
Enrolled Nov. 1, 1886, . . . . .	164
Temporarily absent by permission, . . . . .	15
Whole number of different pupils enrolled during the year:	
Young men, . . . . .	4
Young women, . . . . .	227
Total, . . . . .	231

## 2. Number in entering classes: —

In February, . . . . .	18
September, . . . . .	54
Total, . . . . .	72

## 3. Average age of pupils admitted: —

In February, . . . . .	18 years, 9 months.
September, . . . . .	18 years, 7 months.

## 4. Of the pupils admitted, there were: —

From Worcester County, . . . . .	59
Middlesex County, . . . . .	2
Norfolk County, . . . . .	2
Suffolk County, . . . . .	1
Connecticut, . . . . .	3
Nebraska, . . . . .	2
New Hampshire, . . . . .	1
Vermont, . . . . .	2
Total, . . . . .	72

## 5. Occupations of pupils' parents: —

Professional, . . . . .	2
Mercantile, . . . . .	11
Skilled labor, . . . . .	38
Unskilled labor, . . . . .	16
Unknown, . . . . .	5
Total, . . . . .	72

## 6. Number in graduating classes: —

In January, . . . . .	10
June, . . . . .	16
Total, . . . . .	26

## 7. Average age of graduates: —

In January, . . . . .	22 years, 1 month.
June, . . . . .	21 years, 11 months.

## 8. Number of the above graduates now teaching (November 1, 1886): —

January class (all), . . . . .	10
June class (all but two), . . . . .	14



## 9. Increase of numbers: —

Number enrolled in 1885, . . . . .	198
“ enrolled in 1886, . . . . .	231
Increase, . . . . .	33

## 10. Additions to the library: —

Text-books, . . . . .	469 volumes.
Reference-books, . . . . .	185 volumes.
Total, . . . . .	654 volumes.

## 11. Number of volumes now in the library: —

Text-books, . . . . .	4,207 volumes.
Reference-books, . . . . .	2,122 volumes.
Total, . . . . .	6,329 volumes.

E. B. STODDARD,  
A. P. STONE,

*Visitors.*

## QUESTIONS USED AT THE ENTRANCE EXAMINATION (WRITTEN PART), FEBRUARY, 1887.

The questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers and others may receive copies of the examination questions regularly by applying to the principal.

## Arithmetic.

The examiners wish to see all the figuring. Except in No. 2, decimals are to be carried to two places only.

1. Define the following terms: Draft, exponent, unit, cube root, complex fraction.
2. Add two and three hundred-thousandths, two hundred and four thousandths, forty-three thousand two hundred sixty-one hundred-thousandths, four hundred four thousandths; from the sum subtract 202.84; multiply the remainder by fifty thousand, and divide the product by .012.
3. A can walk around a garden in 9 minutes, B in 10, C in 12, and D in 15. They start together and walk until they are together again. How long does it take?
4. When the principal, rate, and interest are given, how is the time found?
5. How many yards of carpeting, one yard wide, must be bought to cover a floor 20 ft. long and 16 ft. wide, allowing  $1\frac{1}{2}$  yds. for matching the figures?
6. May 1, 1885, Mr. P. A. Brown borrowed one hundred dollars of Mr. S. F. Allen and gave a note promising to pay the money in three months. Write the note.
7. June 1, 1885, Mr. Allen wanted the money and went to a bank where the note was discounted at 6 per cent. How much money did he receive?

## 8. Solve by Proportion :

A contractor found that it would take 16 men six weeks, working 10 hours a day, to do a certain piece of work. He decided to have it done in 8 days of 12 hours each. How many men were hired?

## 9. Analyze the following :

$\frac{3}{4}$  of Charles's money equals  $\frac{2}{3}$  of Henry's and together they have 46 cents. How much has each?

## Grammar.

1. Write the principal parts of the following verbs : *give, come, seek, teach, lay, join, slay.*
2. Write the forms of the personal pronoun of the first person.
3. Write the subjunctive form of the verb *be* in the past tense, in all the persons and numbers.
4. Make a sentence in which the word *that* is a conjunction, and one in which *that* is a relative pronoun.
5. Criticise the expression : "The money belongs to John and I."
6. "The large house might have been painted." Parse "*might have been painted.*"
7. "This house is ours." Parse *ours.*
8. "We hope that you will return soon." What is the grammatical construction of the expression, *that you will return soon*, and what do you call it?
9. Write a sentence containing an adverbial phrase and draw a line under the phrase.

## Geography.

## 1. Choose one :

- (a) Draw a map of Massachusetts with its counties and cities.
- (b) Draw a map of New England, locating five mountains, five rivers, and five cities.
- (c) Draw a map of South America, locating countries, mountains, and rivers.

- 
- 2-3. On the map of the United States furnished you, draw five principal railroads or canals, five large cities, and the areas producing cotton, wheat, coal, corn, oil, and sugar.
  - 4-5. On the map of Europe furnished you, write the names of the seas, gulfs, bays and straits, locate the countries and five cities.
  - 6 Name five large cities, and state the natural advantages of each.
  7. Describe briefly how six of the following are obtained : Rubber, silk, tapioca, petroleum, opium, rice, sugar.
  8. Choose one :
    - (a) What is the scale of a map? Illustrate how it may be used.
    - (b) What does a map profile show?
    - (c) What is meant by Standard Time?
  9. Choose one :
    - (a) How wide is the temperate zone?
    - (b) What is the tropic of Cancer, and why is it located where it is?
    - (c) About where do the sun's rays fall vertically today?

### United States History.

1. What led (1) to the discovery, and (2) to the settlement of this continent?
  2. Tell anything you know about the first permanent settlement in America.
  3. What battle decided the fate of the French power in this country?
  4. How were Europeans represented in North America about the middle of the 17th century?
  5. Tell something about the wars between the early colonists and the Indians.
  6. Who was Pontiac? And what did he hope to do?
  7. What was the Boston Port Act?
-

8. What great change was made in the map of the United States between 1840 and 1850?
9. What was the result of the Mexican War?
10. Who owned Louisiana before it came into the possession of the United States?
11. What is the difference between Royal, Charter, and Proprietary Colonies? Give an instance of each.
12. Mention the names of some of the leading generals on the Confederate and on the Union side, in the Civil War.

### Spelling.

- |                   |                                      |
|-------------------|--------------------------------------|
| 1. Narragansett   | 22. spirit                           |
| 2. Nicaragua      | 23. salmon                           |
| 3. Savannah       | 24. repetition                       |
| 4. Rio Janeiro    | 25. physiology                       |
| 5. Sacramento     | 26. philosophy                       |
| 6. Shanghai       | 27. committee                        |
| 7. Leicester      | 28. telegraphy                       |
| 8. vertical       | 29. responsibility                   |
| 9. which          | 30. arid                             |
| 10. stopped       | 31.                                  |
| 11. singeing      | The <i>annual</i> exhibition         |
| 12. platform      | 32.                                  |
| 13. whipping      | of the <i>menagerie</i> at the       |
| 14. scholar       | 33.                                  |
| 15. military      | <i>zoological</i> garden             |
| 16. Agassiz       | 34.                                  |
| 17. Humboldt      | will take place <i>Tuesday</i> ,     |
| 18. talent        | 35.                                  |
| 19. calendar      | <i>February</i> 9th, at <i>half-</i> |
| 20. metric system | <i>past eight o'clock.</i>           |
| 21. soldier       | 36.                                  |

Class.

Two framed photographs, views in Edinburg, from Hon. E. B. Stoddard.

Three framed photographs, botanical subjects, from Miss Ellen M. Haskell.

A valuable bronze ornament (stork) from Miss Juliet Porter.

A very handsome collection of American mosses and lichens (about 150 species) from two friends who withhold their names.

Nearly twenty species of interesting South African plants, from Miss Ellen L. Hills, of Brooklyn, N. Y.

Valuable indigenous plants, from Mr. George Coult, of Worcester.

Interesting fossils from Providence, R. I., from Mr. Henry W. Brown.

A volume for the library, from Mrs. J. C. Lyford, of the Fifth Class.

### Anniversary Addresses

Have been given by the following persons : —

In 1877, by William T. Harris, LL.D., of St. Louis.

In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.

In 1879, by Alexander H. Rice, LL.D., of Boston.

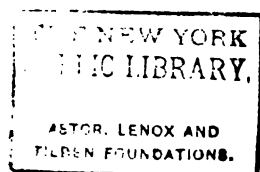
In 1880, by Mrs. Julia Ward Howe, of Boston.



→ MASSACHUSETTS ←  
STATE & NORMAL SCHOOL ←  
AT WORCESTER.  
1883.

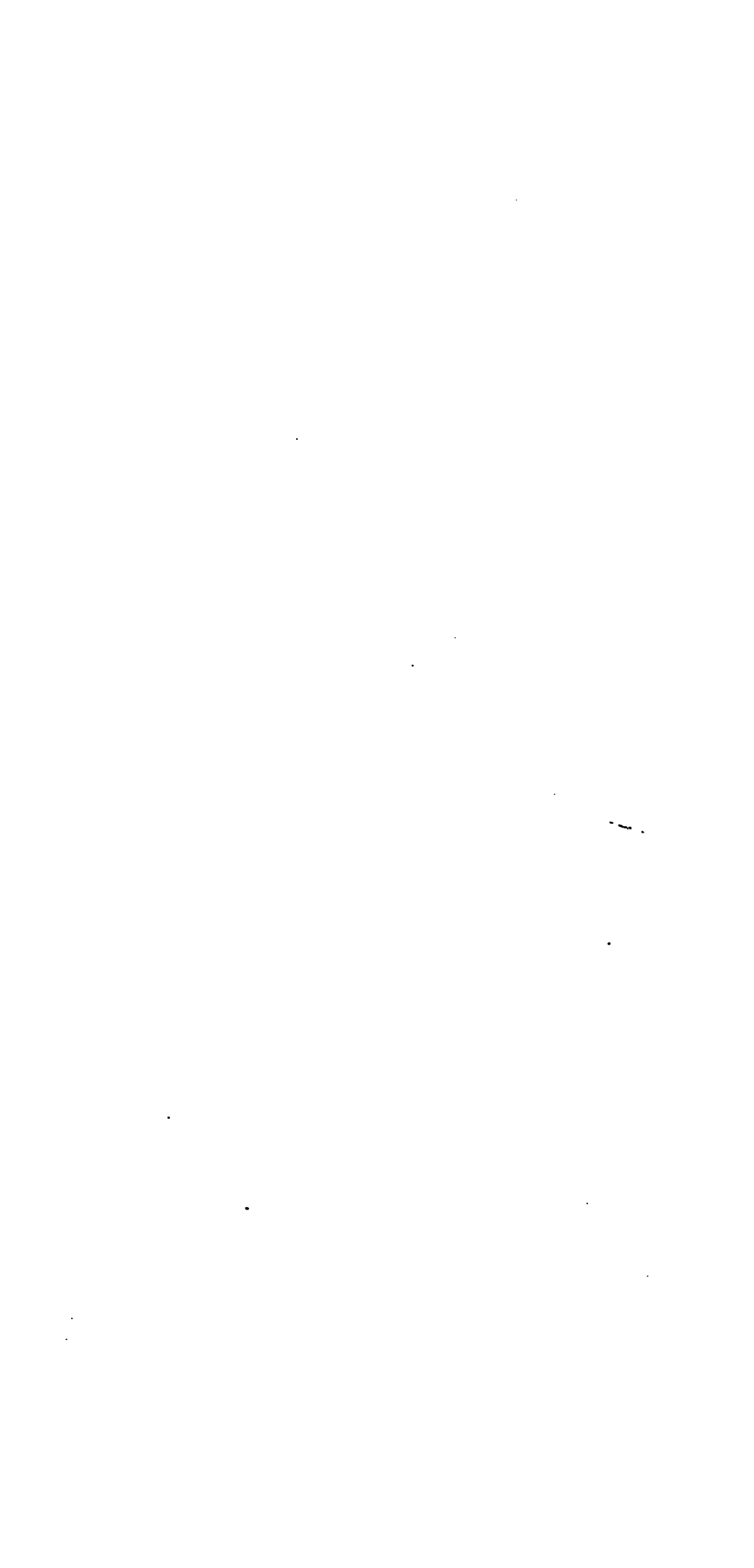












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**MASSACHUSETTS**  
**State Normal School**

AT WORCESTER.

CATALOGUE AND CIRCULAR.

NO 14

FOURTEENTH YEAR, 1888.



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WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
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1888.

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HIS HONOR JOHN Q. A. BRACKETT, ARLINGTON.

## By Appointment.

	TERM EXPIRES.
Miss ABBY W. MAY, . . . . <i>Boston,</i> . . . .	May 25, 1888.
MILTON B. WHITNEY, . . . . <i>Westfield,</i> . . . .	May 25, 1889.
FRANCIS A. WALKER, . . . . <i>Boston,</i> . . . .	May 25, 1890.
EDWARD C. CARRIGAN, . . . . <i>Boston,</i> . . . .	May 25, 1891.
ELIJAH B. STODDARD, . . . . <i>Worcester,</i> . . . .	May 25, 1892.
ALONZO A. MINER, . . . . <i>Boston,</i> . . . .	May 25, 1893.
HORACE E. SCUDDER, . . . . <i>Cambridge,</i> . . . .	May 25, 1894.
ADMIRAL P. STONE, . . . . <i>Springfield,</i> . . . .	May 25, 1895.

## SECRETARY.

JOHN W. DICKINSON, . . . . . *Newton.*

## ASSISTANT SECRETARY AND TREASURER.

C. B. TILLINGHAST, . . . . . *Boston.*

## AGENTS.

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ANDREW W. EDSON, . . . . . *Worcester.*  
HENRY T. BAILEY, . . . . . *North Scituate.*

Vacations and Holidays Marked by Full-face Figures.

◀1888.▶

JULY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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◀1889.▶

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MAY.

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# THE CALENDAR.

(See opposite page.)

FIFTEENTH SCHOOL YEAR, 1888-89.

FIRST (FALL) TERM, 1888.

September 6, Thursday, . . . Entrance Examination begins.  
October 30, Tuesday, . . . Autumn Arbor Day.  
November 26 to December 4, . . . Mid-Term Recess.  
January 24, 1889, Thursday, . . . First Term ends.

WINTER VACATION, ONE WEEK.

SECOND (SPRING) TERM, 1889.

January 31, Thursday, . . . Entrance Examination begins.  
April 22 to April 30, . . . Mid-Term Recess.  
April 30, Tuesday, . . . Spring Arbor Day.  
June 20, Thursday, . . . School Year ends.

SUMMER VACATION, TWELVE WEEKS.

Sixteenth School Year (1889-90) begins with Entrance Examination on Thursday, September 12, 1889.

## Special Notice.

Entrance Examinations occur twice a year, at the beginning of each term,—*and at no other time.*

Exercises of Graduation occur once a year only,—namely, on the last day of the Summer Term,—and are always open to the public.

There is no session of the school on Monday. On other days the hours are from twenty-five minutes past nine o'clock to five minutes to four, with an intermission of an hour a little after noon.

Communications may be addressed to the Principal, 184 Lincoln Street, or to Hon. E. B. Stoddard, 15 Ashland Street.

Teachers.

---

E. HARLOW RUSSELL, Principal.

Miss REBECCA JONES.

CHARLES F. ADAMS.

Miss JULIET PORTER.

HENRY W. BROWN.

Miss HELEN F. MARSH.

Miss ELLEN M. HASKELL.

Mrs. MARIUN J. SUMNER.

---

ABRAM EVERETT, - - - - JANITOR.

## STUDENTS.

## PURSUING POST-GRADUATE STUDIES.

N. B. — Students whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices (see p. 17) in the public schools of the city of Worcester.

Alice Lucina Bainbridge (A)	. . . . .	<i>Worcester.</i>
Alice Harriette Belding	. . . . .	<i>Worcester.</i>
Ella Agnes Casey	. . . . .	<i>Worcester.</i>
Jennie Cora Clough	. . . . .	<i>Worcester.</i>
Mary Louise Gafney (A)	. . . . .	<i>Worcester.</i>
Mrs. Winslow S. Lincoln	. . . . .	<i>Worcester.</i>

## FIRST CLASS, JANUARY, 1888.

Jennie Ambrose Casey (A)	. . . . .	<i>Worcester.</i>
Margaret Anne Connolly (A)	. . . . .	<i>Worcester.</i>
Idaline Dawley (A)	. . . . .	<i>Plainfield, Conn.</i>
Amelia Louisa Diemar (A)	. . . . .	<i>Worcester.</i>
Catherine Teresa Donnelly (A)	. . . . .	<i>Worcester.</i>
Annie Elizabeth Fales (A)	. . . . .	<i>Westborough.</i>
Ida Childs Gleason	. . . . .	<i>North Brookfield.</i>
Hattie Emma Higgins (A)	. . . . .	<i>Worcester.</i>
Ida Etta Leland (A)	. . . . .	<i>Upton.</i>
Mary Mackin (A)	. . . . .	<i>Worcester.</i>
Fanny Richards Brewer Macomber (A)	. . . . .	<i>Worcester.</i>
Edith Maria Marsh	. . . . .	<i>Leicester.</i>
Mary Gertrude Overend (A)	. . . . .	<i>Worcester.</i>
Cora Almira Paige (A)	. . . . .	<i>Worcester.</i>
Dora Alvira Paige (A)	. . . . .	<i>Worcester.</i>
Julia Winifred Smith (A)	. . . . .	<i>Quinsigamond.</i>
Minnie Belle Stearns (A)	. . . . .	<i>North Leominster.</i>

## FIRST CLASS, JUNE, 1888.

Mary Agnes Cunningham (A)	Worcester.
Mary Agnes Flynn (A)	Worcester.
Minnie Isabel Gage (A)	Worcester.
Henry Dwight Hunt	Columbia, Conn.
Anna Miriam Johnson (A)	Worcester.
Edith Genevieve Loring	Westborough.
Katherine Mathews (A)	Westborough.
Jeannette Morrill (A)	Benton, N. H.
Gertrude Emma Nash (A)	Worcester.
Mary Alice O'Gready (A)	Worcester.
Annie Brown Porter (A)	Manchester, N. H.
Mary Agnes Quinn (A)	Worcester.
Mary Ann Agnes Short (A)	Worcester.
Flora Addy Strong	Starksborough, Vt.
Margaret Gertrude Sullivan (A)	Worcester.
Mary Louise Taylor (A)	Worcester.
Helen Frances Walker	Worcester.

## APPRENTICES. (See p. 17.)

Julia Therese Adrian	Leicester.
Martha Jennie Alton	Worcester.
Lavinia Persis Blake	Worcester.
Harriet Amelia Blood	Worcester.
Carrie Maria Bunce	Worcester.
Harriet Washburn Cook	Worcester.
Susan May Corbin	West Woodstock, Conn.
Jennie Maria Fairbanks	Holden.
Ellen Estelle Fitzgerald	Worcester.
Cecilia Theresa Kelley	Worcester.
Sarah Ann McCormick	Worcester.
Ellen Agnes McTiernan	Worcester.
Alice Elizabeth Marsh	Leicester.
Grace Lamson Newton	Oakdale.
Ellen Agnes O'Neil	Worcester.
Alice Cressy Plumer	Maxwell, Neb.
Annie Lilian Proctor	Alexandria, Neb.
Grace Emmeline Remington	Worcester.
Sara Elizabeth Rollison	Worcester.

Olive Russell . . . . .	<i>Worcester.</i>
Winifred Rosalie Todd . . . . .	<i>Worcester.</i>
Addy Frances Yeaton . . . . .	<i>Worcester.</i>

## SECOND CLASS.

Clara Elizabeth Andrews . . . . .	<i>Boylston.</i>
Helen Maria Avery . . . . .	<i>Lancaster.</i>
Grace Hulford Bishop . . . . .	<i>Worcester.</i>
Annie Jane Blanchard . . . . .	<i>West Windham, N. H.</i>
Flora May Boyden . . . . .	<i>Worcester.</i>
Anna Callahan . . . . .	<i>Barre.</i>
Ellen Gertrude Carey . . . . .	<i>Worcester.</i>
Stella Elizabeth Chapin . . . . .	<i>Worcester.</i>
Belle Josephine Clark . . . . .	<i>Westborough.</i>
Ada Mary Condy . . . . .	<i>Worcester.</i>
Emma Jane Cooper . . . . .	<i>Worcester.</i>
Florence Lane Cota . . . . .	<i>New Braintree.</i>
Catherine Agnes Desmond . . . . .	<i>Bolton.</i>
Marion Frances Dexter . . . . .	<i>Franconia, N. H.</i>
Honora Malony Dunleavy . . . . .	<i>Uxbridge.</i>
Kathline Elizabeth Dwyer . . . . .	<i>Worcester.</i>
Elizabeth Christine Finn . . . . .	<i>Worcester.</i>
Margaret Jane Gartland . . . . .	<i>Worcester.</i>
Mary Gertrude Geary . . . . .	<i>Worcester.</i>
Huldah Jane Gibson . . . . .	<i>South Boston.</i>
Annie Maria Gilbert . . . . .	<i>Worcester.</i>
Grace May Goddard . . . . .	<i>Worcester.</i>
Susan Martha Hill . . . . .	<i>Hudson.</i>
Emma Ada Hopwood . . . . .	<i>Worcester.</i>
Mary Bigelow Knowlton . . . . .	<i>Westborough.</i>
Mary Ellen Loughlin . . . . .	<i>Worcester.</i>
Mary Modesta McGillicuddy . . . . .	<i>Worcester.</i>
Annie Teresa McGrath . . . . .	<i>Worcester.</i>
Annie York Milliken . . . . .	<i>Worcester.</i>
Rupert Henry Murray . . . . .	<i>Worcester.</i>
Jennie Dora Norcross . . . . .	<i>Sutton.</i>
Helen Louise Osborn . . . . .	<i>Worcester.</i>
Mary Elizabeth Patten . . . . .	<i>Danby, Vt.</i>
Lou Frances Sawtelle . . . . .	<i>Worcester.</i>

Mary Alice Smith (A) . . . . .	<i>Worcester.</i>
Netty Anna Starkey . . . . .	<i>Worcester.</i>
Katie Stevenson . . . . .	<i>Worcester.</i>
Edith Maria Studley . . . . .	<i>Worcester.</i>
Dora Taft . . . . .	<i>Mendon.</i>
Clara Harwood Walker . . . . .	<i>Worcester.</i>
Elizabeth Frances Walker . . . . .	<i>Millbury.</i>
Martha Raymond Walker . . . . .	<i>Worcester.</i>
Sidney Everett Walton . . . . .	<i>Fitchburg.</i>
Catherine Elizabeth Whalen . . . . .	<i>Worcester.</i>
Harriet Erwin Wheeler . . . . .	<i>Worcester.</i>
Mary Emma Williams . . . . .	<i>Danielsonville, Conn.</i>
Emma Augusta Windle . . . . .	<i>North Grafton.</i>

## THIRD CLASS.

Ella May Adams . . . . .	<i>Worcester.</i>
Mary Margaret Callista Ballou . . . . .	<i>Clinton.</i>
Maud Sophie Bosworth . . . . .	<i>Worcester.</i>
Herbert Eugene Buxton . . . . .	<i>Ashford, Conn.</i>
Flora Browning Chamberlain . . . . .	<i>Worcester.</i>
Mary Edith Cheney . . . . .	<i>Southbridge.</i>
Florence May Dexter . . . . .	<i>Franconia, N. H.</i>
Florence Malbone Dodge . . . . .	<i>Worcester.</i>
Mary Sophia Doescher . . . . .	<i>Cherry Valley.</i>
Nellie Ann Doubleday . . . . .	<i>North Dana.</i>
Ellen Doyle . . . . .	<i>Worcester.</i>
Alice Gertrude Draper . . . . .	<i>Worcester.</i>
Alice Little Eames . . . . .	<i>Worcester.</i>
Bessie May Edmands . . . . .	<i>Westborough.</i>
Mabelle Edith Fisher . . . . .	<i>West Boylston.</i>
Costella Gertrude Gale . . . . .	<i>Guilford, Vt.</i>
Harriet Almira Greene . . . . .	<i>Wrentham.</i>
Eva Josephine Harrington . . . . .	<i>Paxton.</i>
Mary Catherine Henry . . . . .	<i>Worcester.</i>
Anna May Hewett . . . . .	<i>Worcester.</i>
Alice Jane Hildreth . . . . .	<i>Worcester.</i>
Sarah Alice Hopwood . . . . .	<i>Worcester.</i>
Caroline Gertrude Horgan . . . . .	<i>Worcester.</i>
Lena May Hurlbut . . . . .	<i>Richford, Vt.</i>

Mary Agnes Jacobs . . . . .	<i>Spencer.</i>
Harriet Louise Jerome . . . . .	<i>Worcester.</i>
Eva Laurena Jordan, . . . . .	<i>Old Orchard, Me.</i>
Margaret Ellen Joyce . . . . .	<i>Worcester.</i>
Teresa Mary Larkin . . . . .	<i>Worcester.</i>
Mary Agnes Leonard . . . . .	<i>Leicester.</i>
Charlotte McFarland . . . . .	<i>Worcester.</i>
Amy Mattoon . . . . .	<i>Millbury.</i>
Anna Grace Moore . . . . .	<i>Worcester.</i>
Mary Martha Moran . . . . .	<i>Worcester.</i>
Amy Murray . . . . .	<i>Worcester.</i>
Kate Evans Parker Newhall . . . . .	<i>Worcester.</i>
Edith Gertrude Newton . . . . .	<i>Westminster.</i>
Eliza Frances Palmer . . . . .	<i>Worcester.</i>
Effie Rilla Putnam . . . . .	<i>West Sutton.</i>
Jennie Helena Quinn . . . . .	<i>Worcester.</i>
Mabel Emma Richardson . . . . .	<i>Grafton.</i>
Mary Elizabeth Ridler . . . . .	<i>Worcester.</i>
Mary Helen Rogers . . . . .	<i>Holden.</i>
Sarah Agnes Russell . . . . .	<i>Worcester.</i>
Janet Witherby Scruton . . . . .	<i>Canton, N. Y.</i>
Ella Louise Smith . . . . .	<i>Worcester.</i>
Annie Lillian Sullivan . . . . .	<i>Worcester.</i>
Catherine Rachel Wheatley . . . . .	<i>Worcester.</i>
Mary Eleanor Whitty . . . . .	<i>Fitchburg.</i>

## FOURTH CLASS.

Minnie Florence Adams . . . . .	<i>Worcester.</i>
Lena Roxanna Adams . . . . .	<i>Oakham.</i>
Amy Maria Aldrich . . . . .	<i>Westborough.</i>
Emma Susie Barrett . . . . .	<i>Worcester.</i>
Mattie Josephine Black . . . . .	<i>Worcester.</i>
Annie Lincoln Bonnell . . . . .	<i>Worcester.</i>
Jennie Frances Brennan . . . . .	<i>Worcester.</i>
Ellen Agnes Courtney . . . . .	<i>Worcester.</i>
Marie Virginia Couture . . . . .	<i>Worcester.</i>
Anna Gertrude Cullen . . . . .	<i>Worcester.</i>
Maud Elizabeth Davis . . . . .	<i>Holden.</i>
Bertha Deming . . . . .	<i>Worcester.</i>

Mary Alice Smith (A) . . . . .	<i>Worcester.</i>
Netty Anna Starkey . . . . .	<i>Worcester.</i>
Katie Stevenson . . . . .	<i>Worcester.</i>
Edith Maria Studley . . . . .	<i>Worcester.</i>
Dora Taft . . . . .	<i>Mendon.</i>
Clara Harwood Walker . . . . .	<i>Worcester.</i>
Elizabeth Frances Walker . . . . .	<i>Millbury.</i>
Martha Raymond Walker . . . . .	<i>Worcester.</i>
Sidney Everett Walton . . . . .	<i>Fitchburg.</i>
Catherine Elizabeth Whalen . . . . .	<i>Worcester.</i>
Harriet Erwin Wheeler . . . . .	<i>Worcester.</i>
Mary Emma Williams . . . . .	<i>Danielsonville, Conn.</i>
Emma Augusta Windle . . . . .	<i>North Grafton.</i>

## THIRD CLASS.

Ella May Adams . . . . .	<i>Worcester.</i>
Mary Margaret Callista Ballou . . . . .	<i>Clinton.</i>
Maud Sophie Bosworth . . . . .	<i>Worcester.</i>
Herbert Eugene Buxton . . . . .	<i>Ashford, Conn.</i>
Flora Browning Chamberlain . . . . .	<i>Worcester.</i>
Mary Edith Cheney . . . . .	<i>Southbridge.</i>
Florence May Dexter . . . . .	<i>Franconia, N. H.</i>
Florence Malbone Dodge . . . . .	<i>Worcester.</i>
Mary Sophia Doescher . . . . .	<i>Cherry Valley.</i>
Nellie Ann Doubleday . . . . .	<i>North Dana.</i>
Ellen Doyle . . . . .	<i>Worcester.</i>
Alice Gertrude Draper . . . . .	<i>Worcester.</i>
Alice Little Eames . . . . .	<i>Worcester.</i>
Bessie May Edmonds . . . . .	<i>Westborough.</i>
Mabelle Edith Fisher . . . . .	<i>West Boylston.</i>
Costella Gertrude Gale . . . . .	<i>Guilford, Vt.</i>
Harriet Almira Greene . . . . .	<i>Wrentham.</i>
Eva Josephine Harrington . . . . .	<i>Paxton.</i>
Mary Catherine Henry . . . . .	<i>Worcester.</i>
Anna May Hewett . . . . .	<i>Worcester.</i>
Alice Jane Hildreth . . . . .	<i>Worcester.</i>
Sarah Alice Hopwood . . . . .	<i>Worcester.</i>
Caroline Gertrude Horgan . . . . .	<i>Worcester.</i>
Lena May Hurlbut . . . . .	<i>Richford, Vt.</i>



Mary Agnes Jacobs . . . . .	<i>Spencer.</i>
Harriet Louise Jerome . . . . .	<i>Worcester.</i>
Eva Laurena Jordan, . . . . .	<i>Old Orchard, Me.</i>
Margaret Ellen Joyce . . . . .	<i>Worcester.</i>
Teresa Mary Larkin . . . . .	<i>Worcester.</i>
Mary Agnes Leonard . . . . .	<i>Leicester.</i>
Charlotte McFarland . . . . .	<i>Worcester.</i>
Amy Mattoon . . . . .	<i>Millbury.</i>
Anna Grace Moore . . . . .	<i>Worcester.</i>
Mary Martha Moran . . . . .	<i>Worcester.</i>
Amy Murray . . . . .	<i>Worcester.</i>
Kate Evans Parker Newhall . . . . .	<i>Worcester.</i>
Edith Gertrude Newton . . . . .	<i>Westminster.</i>
Eliza Frances Palmer . . . . .	<i>Worcester.</i>
Effie Rilla Putnam . . . . .	<i>West Sutton.</i>
Jennie Helena Quinn . . . . .	<i>Worcester.</i>
Mabel Emma Richardson . . . . .	<i>Grafton.</i>
Mary Elizabeth Ridler . . . . .	<i>Worcester.</i>
Mary Helen Rogers . . . . .	<i>Holden.</i>
Sarah Agnes Russell . . . . .	<i>Worcester.</i>
Janet Witherby Scruton . . . . .	<i>Canton, N. Y.</i>
Ella Louise Smith . . . . .	<i>Worcester.</i>
Annie Lilian Sullivan . . . . .	<i>Worcester.</i>
Catherine Rachel Wheatley . . . . .	<i>Worcester.</i>
Mary Eleanor Whitty . . . . .	<i>Fitchburg.</i>

## FOURTH CLASS.

Minnie Florence Adams . . . . .	<i>Worcester.</i>
Lena Roxanna Adams . . . . .	<i>Oakham.</i>
Amy Maria Aldrich . . . . .	<i>Westborough.</i>
Emma Susie Barrett . . . . .	<i>Worcester.</i>
Mattie Josephine Black . . . . .	<i>Worcester.</i>
Annie Lincoln Bonnell . . . . .	<i>Worcester.</i>
Jennie Frances Brennan . . . . .	<i>Worcester.</i>
Ellen Agnes Courtney . . . . .	<i>Worcester.</i>
Marie Virginia Couture . . . . .	<i>Worcester.</i>
Anna Gertrude Cullen . . . . .	<i>Worcester.</i>
Maud Elizabeth Davis . . . . .	<i>Holden.</i>
Bertha Deming . . . . .	<i>Worcester.</i>

Nellie Gertrude Donovan . . . . .	Worcester.
Anna Lucia Draper . . . . .	Spencer.
Emma May Gallup . . . . .	Worcester.
Emma Alice Gardner . . . . .	Worcester.
Agnes Theresa Healey . . . . .	Whitinsville.
Florence Louise Johnson . . . . .	Worcester.
Julie Maria Jones . . . . .	Worcester.
Agnes Rose Kelley . . . . .	Worcester.
Helena Elizabeth Kelliher . . . . .	Worcester.
Luta Belle Lincoln . . . . .	Worcester.
Nellie Elizabeth McCarthy . . . . .	West Boylston.
Mary Genevieve McLoughlin . . . . .	Worcester.
Agnes McMahon . . . . .	Worcester.
Rosa Helena Mahan . . . . .	Worcester.
Anna Maud Manson . . . . .	Millbury.
Margaret Agnes Maroney . . . . .	Worcester.
Mary Catherine O'Connor . . . . .	Worcester.
Mary Brown Porter . . . . .	Louisville, Ky.
Florence Louise Seagrave . . . . .	Uxbridge.
Nellie Dascombe Temple . . . . .	Gardner.
Nellie Thurston . . . . .	Worcester.
Florence Helen Towne . . . . .	Mendon.
Eva Leolan Truscott . . . . .	Worcester.
Herbert Brown Trussell . . . . .	Sterling.
Mabel Florence Walker . . . . .	Worcester.
Alice Gertrude Whitcomb . . . . .	Worcester.
Sarah Carr Wilder . . . . .	Spencer.

## SUMMARY OF NUMBERS.

Pursuing Post-Graduate Studies . . . . .	6
First Class, January, 1888 . . . . .	17
First Class, June, 1888 . . . . .	17
Apprentices . . . . .	22
Second Class . . . . .	47
Third Class . . . . .	49
Fourth Class . . . . .	39
Total attendance for the year . . . . .	195

## CIRCULAR OF INFORMATION.

## Historical Sketch.

The following extract from the Thirty-seventh Annual Report (1872-73) of the Board of Education gives in outline a history of the establishment of this school : —

“By the terms of a Resolve which went into effect on the twenty-fifth day of June, 1871, the Board of Education were authorized and required to establish a State Normal School in the city of Worcester; and the Trustees of the Worcester Lunatic Hospital were authorized and required to convey to the Board of Education and its successors a tract of land of not more than five acres, to be located by the Governor and Council, within certain limits fixed in the Resolve. An appropriation of sixty thousand dollars was made upon condition that the city of Worcester should pay the Board of Education for the purposes named in the Resolve the sum of fifteen thousand dollars. This condition was promptly complied with. The tract was located by the Governor and Council Sept. 2, 1871; and on the nineteenth day of September, 1871, the conveyance was made by the Trustees of the Hospital to the Board of Education and its successors in trust as directed.

“The tract of land located is upon Hospital Hill in Hospital Grove (formerly so called), within a short distance from the new Union Depot now in process of erection, — a point at which, when the railroad arrangements now in progress shall be completed, pupils residing on the line of either of the roads leading into the city of Worcester can arrive in season for the commencement of school each day, and take the cars to return after the school exercises are finished.”

The exercises of dedication took place on Friday, Sept. 11, 1874; and on the following Tuesday (September 15) the school was opened to pupils.

### Description of the Building.

The building is a large, three-story, massive structure, built of stone, taken from the hill upon which it stands. Its position allows an extensive view of Worcester and its surroundings. From the front steps one looks down through clumps of trees, over the city lying spread within an inner circle of rolling country. The site, moreover, has all the advantages that light and air can give it. Though situated upon the outskirts of Worcester, it is not more than twenty minutes' walk from the Union Depot, wherein centre the various lines of railroad by which a large proportion of the pupils come in daily from their homes.

In its interior arrangement the building is spacious and well fitted to the educational needs of the school. On the first floor is a large corridor, running the entire length of the building, and connecting the two entrances. On one side is a laboratory, and a room containing a well-equipped work-bench, and a carefully chosen collection of specimens specially illustrative of the work in Natural Science carried on in the adjoining room. On the other side is a lunch-room, provided with tables and hot-closets, — the place of rendezvous for probably seven-eighths of the pupils every day between the hours of twelve and one. In addition there are, on this floor, unusually large and commodious dressing-rooms. On the second story is the teachers' room, and from it a door opening upon the platform of the hall, — a room of exceptional dimensions, amply lighted, and well set off with busts of eminent men, and with pictures, for the most part gifts of past graduating classes. On the sides are shelves containing carefully selected books of well-recognized value. The hall has several entrances, and it communicates directly with three recitation-rooms. Over against the entrance to the teachers' room is a room set apart and arranged for the comfort of such pupils as are taken ill, or in any way feel indisposed during school hours. Between the second and third floors there is a half-story containing class-rooms, and above this a well-stocked model-room and the drawing-room, besides other spacious rooms intended, though not all at present used, for class-

rooms. The building is heated by hot air as well as by steam. Special attention has been paid to ventilation, and to all that can tend to add to the health, comfort and best interests of the pupils.

### Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal Schools, as follows : —

“The design of the Normal School is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

“To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and, third, of right mental training.

“The time of one course extends through a period of two years, of the other through a period of four years, and is divided into terms of twenty weeks each, with daily sessions of not less than five days each week.

#### “STUDIES.

##### “TWO YEARS’ COURSE.

“Arithmetic, Algebra, Geometry, Book-keeping.

“Physics, Astronomy, Chemistry.

“Physiology, Botany, Zoölogy, Mineralogy, Geology, Geography.

“Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition.

“Penmanship, Drawing, Vocal Music, Gymnastics.

“Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

“Civil Polity of Massachusetts and of the United States, History, School Laws of Massachusetts.

##### “FOUR YEARS’ COURSE.

“In addition to the studies named above, the Four Years’ Course includes Advanced Algebra and Geometry, Trigonometry and Surveying.

“Advanced Chemistry, Physics and Botany.

"Drawing, English Literature, General History.

"Latin and French required; German and Greek as the Principal and Visitors of the school shall decide.

"The Visitors, at the request of the Principal of the Worcester School, may have authority to substitute German for French, as they think the interests of the school from time to time demand.

"The above is an enumeration of the studies. The order of the studies in the course is determined by the Principal of each school, with the approval of the Visitors of that school."

It needs to be stated that while the foregoing list of subjects marks out the field covered in the school curriculum, it gives no adequate idea of the actual work done. It is made a special aim to seize every opportunity to give the pupils the benefit of whatever tends to fit them for the work of teaching. The spirit of this endeavor pervades the whole school. It influences the mode and character of most of the exercises, and imparts to the whole work a tone and zest difficult to describe, but which determines whatever of distinct character the Normal School possesses.

### Apprenticeship.

In addition to the work of the study and the class-room, systematic observation of schools and actual practice in teaching, under the joint supervision of the city superintendent of schools and the faculty of the Normal School, constitute an important element in our course of training.

The general character of what is known in this school as the "apprenticeship" is this: The student, after three terms, or a year and a half in the Normal School, is allowed to go into one of the public schools of the city of Worcester to serve as assistant to the teacher of that school; to take part in the instruction, management and general work of teaching, under the direction of the teacher; and even to act as substitute for the teacher for an hour, a half-day or a day, at the discretion of the latter and with the approval of the superintendent. One student only at a time is assigned to any one teacher; but each student serves in at least

three grades of schools in the course of his term of service, the duration of which is six months, or half a school year. After finishing his apprenticeship the student resumes his course at the Normal School, spending another half-year there before receiving his diploma.

During the period of apprenticeship four days of each week are devoted exclusively to it by those employed in the work. One day of the week (Wednesday) is spent by them in the Normal School, where they are employed, not in the ordinary study and work of the institution, but in the following manner : —

They hold such consultation with the teachers of the school, and make such use of books, as may be most helpful to them in their immediate work as apprentices.

They make informal statements to the school of such facts of their experience as may be of advantage to the other students to hear,— concerning ways of teaching, cases of discipline and the like,— keeping in mind always the private character of the daily life of the school-room, and under special warning against revelations that might seem objectionable.

Each apprentice keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School. He also makes out a report at the end of his term, in which he gives his own estimate of his success in his work.

The following copy of a diary kept by one of the apprentices, not, however, with any notion of its being printed, gives an account of a week's experience : —

MONDAY, March 9, 1885. — Instead of having the children read wholly from the readers, we let one class read from slips of paper upon which Miss —— and I have, as we had time, been copying selections from another book. I should have thought the children would have liked it very much for a change, but they didn't seem to like it any better than reading the usual lessons. I think the reason was that, as every slip was different, those who were not reading had to sit up and listen, and couldn't even prompt or correct mistakes — they like to have some active part in what is going on.

I have occasionally, as I had time at noon, drawn some picture on the blackboard. One night after school, pointing to a picture of a rabbit on the blackboard, I asked a boy what it was. "Rabbit," he answered, quickly. "How did you know?" "Long ears," was his brief reply.

TUESDAY, March 10. — Each morning, after the opening exercises, the children have singing and also usually some individual exercise in music. Although most of them have been in school less than two years they seem very skilful in reading the notes by letter and in singing from numbers that are put on the board, thus, — 1, 2, 3, 2, 3, 3, 1, 3, 2, 4, 5, 3, 1, 1. If they are giving attention and keep the place, they can follow the changes almost perfectly. Once in a while, when they are singing, some boy will try to put in variations by singing up on *very* high notes. The rest usually pay no attention to this, but sing on in correct tune.

To-day I told the first class that they might write a story about a boy and girl who went a-fishing, making it up and writing whatever they pleased. Some went directly to writing, while others had to think quite a while. Finally, one boy said, "I don't know how to commence." I told him to say, "Once upon a time," if he couldn't think of anything else. Most of them had a more original beginning. One girl covered both sides of her slate.

One of the shorter ones was something like this: —

"John and his sister went with him and they caught six of them they were nice and then they took them home and skin them with a knife and eat them and they were nice and every one has a pice and they did look good they ate them all up an did not saye I don't like fish."

WEDNESDAY, March 11. — At the Normal School. One of the teachers talked to us to-day about teaching children the sums of certain numbers at sight. If the children could learn the sums of some numbers and remember them, it would save them some time and trouble, I should think. If they could only remember that  $2+2=4$ ,  $3+1=4$ ,  $2+3=5$ , etc., without counting up, it would help them say their tables and do combination examples.

During one of the periods, as we did not have enough to talk about in connection with our school work, the teacher commenced reading a very interesting story to us. It is an English translation of a Danish drama, and I hope we shall hear the whole of it.

On the platform we apprentices sang the "action song" that we have been learning. I feared that some of us would laugh, but we succeeded in keeping sober.



THURSDAY, March 12. — This afternoon there were three lady visitors in our school. It has previously seemed to me that these children hadn't learned the art of "showing off," or of acting differently when visitors are in, but to-day they seemed a little conscious of being watched and were quite mischievous and ready to laugh. Once in a while the ladies would see something that they could not help laughing at, and that seemed to please the boys and they laughed too.

The teacher asked me this afternoon to tell the children a story. So I told them one that I happened to hear read last evening, "The Dog of Flanders." I changed it a little, so that it should have a pleasant ending. The children are always quiet and orderly when a story is told to them.

The teacher suggested that I have the children recall and write some time tomorrow a part of the story I told to-day.

FRIDAY, March 13. — To-day I gave the drawing lesson to the second class, instead of to the whole school, as I usually do. I like better to give it to the whole school, there seems to be more interest, and better attention is given.

Yesterday we drew an ellipse and then changed it into a locket. To-day I told them to make the same thing that we drew yesterday. Quite a number remembered and drew the locket.

Two of our nice girls left school to-day. The school has, all the time, many more boys than girls. I wondered why, until my teacher told me that a great many of the girls go to the Sisters' School.

One of our big boys cried with toothache this morning. I pitied him, and I guess the teacher did, for she sent him home at recess. He did not come back this afternoon. Just after school I saw him on Front Street selling papers and looking as well as usual.

The apprenticeship is designed to give the student practical acquaintance with the work of teaching, and training in that work. It is founded in the conviction that, whether education be a science or not, teaching in the public schools of Massachusetts is an art, — an art to the successful practice of which there is need of some initiation under the guidance of experience and skill; an initiation akin to that which an apprentice passes through in learning his trade.

A secondary purpose is to furnish the faculty of the Normal School with more full and satisfactory data for their estimate of the teaching ability of students. How the recruits will behave under fire cannot be

determined by drill in the manual, or by dress parade. The apprenticeship goes far toward answering the important question. The apprentice is visited by the faculty of the Normal School while engaged in his work, and is carefully observed and assisted by suggestions. The teacher of each school in which he has served makes out a report in the following form : —

## [STATE NORMAL SCHOOL AT WORCESTER.]

Report of the Apprentice-Work of .....

Grade ..... Street School.

Time from ..... to .....

Scale, 10— Use no fractions.

No. of Absences.	No. of Tardinesses.	Power of Control.	Power of Interesting.	Skill in Questioning.	Skill in Explaining and Illustrating.	Enthusiasm.	Bearing.

1. What traits of excellence (if any) have been shown in teaching or management?

2. What weakness or deficiency?

[Signature] .....

The additional six months of preparation required by the system under consideration secure to the student greater maturity of body and mind. The need of such maturity is apparent in the case of the majority of those who enter upon the work of teaching.

That the object of the apprenticeship is attainable by the plan adopted is not merely probable, but is already matter of experience. The method, although believed to be new in this country, is not in itself a thing new or untried.

The German system of public education requires of the candidate for the office of teacher a season of service under direction, of probation

under supervision, the essential elements of which are embodied in this apprenticeship. Something like it also prevails extensively in England.

Moreover, the method is simply the extension of one that was for five years in successful operation in this school. The students are found to derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied ; they acquire the "courage of having done the thing before" ; they test their remedies for the school diseases of inattention, disobedience and the like, by trial on actual patients ; they acquire skill that is of vast moment to them at the critical period when they take charge, as teachers, of their first school.

It is no small evidence of good results that the school board of the city of Worcester heartily approve the system on the ground of the benefit accruing indirectly to the city schools, through the greater fitness of the apprentices to become teachers.

As the student of the Normal School who passes successfully through the period of apprenticeship receives a certificate of the fact in connection with his diploma at graduation, the extra time required for the experience must in almost every case be more than made good by the greater probability of securing a position, and the greater likelihood of success at the outset of the teacher's career.

There are, however, individuals in the school for whom it is impossible or impracticable to undertake this special preparation. The apprenticeship is not enforced upon any student ; it is simply recommended. Individuals who do not enter upon it enjoy all the advantages of the school with this single exception.

### The Study of Children.

For three years past the ordinary work in psychology has been supplemented by original work on the part of the pupils in the observation of children. The work was begun in consequence of a suggestion made by Prof. G. Stanley Hall, who was at that time making an effort to in-

duce parents and others having the care of children to record their sayings and doings with a view of increasing the data on which mental science rests. His suggestion that possibly pupils in a normal school might pursue their study of psychology in part by this method was adopted with results even more valuable than was anticipated.

The Principal explains the nature of the work to the students very carefully, giving special prominence to the necessity of having the records genuine beyond all possibility of question, of having them consist of a simple statement of what the child does or says without comment on the part of the writer, of making them without the knowledge of the child at the time or at any other time, and of noting the usual, rather than the unusual, conduct or remarks of the children observed.

For convenience in classification, blanks of five colors are provided for the records. White paper is used for such observations as students make themselves; red for well attested ones reported by others; yellow for reminiscences of their own childhood; green for mention of whatever they read on the subject; and chocolate for observations that extend continuously over a period of time. Each blank has the following heading:—

[STATE NORMAL SCHOOL AT WORCESTER.]

#### STUDY OF CHILDREN.

1. Date, .....
2. Observer's name, ..... age, .....
- P. O. Address, .....
3. Name (or initials) of person (child) observed, .....  
sex, .....; nationality, .....; age (yrs. and mos.), .....
4. Length of time between making the observation and recording it, .....

RECORD.

If the record is from hearsay the names of both recorder and observer must be given.

The conduct of children in all circumstances, at home, at school, in the street, at work, at play, in conversation with one another and with adults, is the proper subject of these records. The pupils write the records at their convenience (immediately after making the observation is the best time), and put the papers in a designated place. The teacher reads them from time to time and classifies them under the heads,—knowledge, reasoning, imagination, conscience, feeling, play, etc. This work does not take the place of systematic instruction in psychology, but prepares for it and supplements it.

This work, begun as an experiment, has taken its place as a permanent part of the school curriculum,—a part that in the opinion of both teachers and students should be about the last to be given up. Perhaps no portion of the pedagogical training has a more direct influence in developing the qualities most sought in a teacher. That curiosity concerning the distinctive phenomena of child-nature is aroused, that intelligent sympathy with children as such is excited, and that skill in discipline and in instructing is gained, is clearly manifest. The testimony of graduates abundantly confirms the opinion of teachers on all these points.

Pupils are furnished at the outset of their work in psychology with facts of their own observation, which serve as elementary materials for scientific classification and study; they have a habit of observing a certain class of phenomena, and have received suggestions and cautions that are of service to them in other departments; they are able to pass more easily to mental science because they have learned that that, as well as natural science, can be pursued by an objective method; they have an already awakened and active interest in the subject that gives them pleasure in learning general principles, sometimes in part known by their own observations; and, moreover, they attach a different value to a text-book which they see is a natural outgrowth of an experience like their own.

It has not been necessary to make this work compulsory. Students have found it agreeable, in some cases highly so. As all pupils make

observations, many records have no value apart from the wholesome endeavor that made them, but a progress in the significance of the things noticed and in the manner of recording them is apparent. During the latter part of a term the proportion of significant and valuable papers is greater than during the first part. All papers are carefully preserved (about 2,000 have been collected each year) ; and it is hoped that they may be of value to students of child-nature ; but the primary object of collecting them is the training of prospective teachers, and so highly does the work commend itself as a means to this end that if nothing ulterior to this is gained, complete satisfaction, and no disappointment, will be experienced.

### Requirements for Admission.

THE REQUIRED AGE is, for young men, seventeen years ; for young women, sixteen.

The *average* age of those admitted is usually a little less than nineteen years. Pupils who enter at an age much below the average are rarely able to get the full benefit of the instruction given without remaining more than two years in the school.

Candidates must show upon examination good capacity and general intelligence, and also fair attainments in the following branches : viz., reading, spelling, penmanship, geography, arithmetic, English grammar, history of the United States.

Other things being equal, those gain most advantage from the course who have spent the longest time in preparation.

The entrance examination is often passed creditably by pupils who have made rapid progress in the required studies, but who have not sufficient intellectual maturity to pursue profitably a more advanced course of instruction. It will be seen, therefore, that three things must be considered in the case of each candidate for admission : (1) *age*, (2) *time spent in preparation*, (3) *ability to pass the examination*.

The standard may be reached in any one of these things and the candidate still be unprepared to enter, by reason of deficiency in one or both of the others.

The scope and character of the examinations are indicated by the "Questions" printed in the Appendix.

Express warning is given against trying to enter in the hope of "making up" deficiency in any of these departments.

Candidates must present certificates of good character, must have good health, must promise a faithful observance of school regulations, and must declare in writing their intention to complete the prescribed course of study and training, and to engage in teaching after graduation.

TIME OF EXAMINATION FOR ADMISSION. — The regular examination begins on the first day of each term (see Calendar) ; and applicants must be present at that time, unless detained by sickness or other imperative and unforeseen necessity.

The examination continues through two days ; and lunch should be brought each day, on account of the distance of the school from the centre of the city.

Candidates for admission may present themselves for examination six months, or even a year, before they expect to join the school, and are advised to do so, if convenient, for the sake of becoming better acquainted with the nature of the requirements.

*Students are not admitted to advanced classes, and must not expect to complete the elementary course in less than two years.*

SPECIAL STUDENTS. — Applications having been occasionally made by college graduates to take a special (elective) course at the school, it has for some time been the rule to allow such, in common with graduates of normal and scientific schools, the full advantage of the institution. On the completion of such a course, a certificate is given, specifying the character and quality of the work done, and the fitness of the candidate to serve as a teacher in the public schools.

LEAVE OF ABSENCE.— It is often the case that, through weak health or stress of circumstances, pupils may be obliged to miss one, two, three or more terms. It is in the interest of such that the course need not be pursued uninterruptedly to the end. Students may, and often do, obtain leave of absence to teach or to rest, and resume their work afterwards. This divides, but of course does not shorten, their course of study.

TERMS OF TUITION.— Tuition, and also the use of all text-books, is free to such as intend to teach in the public schools of Massachusetts, whether residents of this State or not. Those whose purpose is to teach in other States or in private schools are required to pay in advance fifteen dollars a term (thirty dollars a year) for tuition. A fee of two dollars a term in advance is required of each pupil to meet incidental expenses.

*Pupils who withdraw from the school without permission of the Principal must pay at the rate of fifteen dollars a term for the tuition they have received.*

### Government.

The government of the school is not a government of rules, nor even of laws. The school is not without law, but the pupils are led by suggestion, encouragement and admonition to become a law unto themselves. That this is a statement not merely of what is thought desirable as a method of government, but of what is actually accomplished, is the testimony of both official and casual visitors of the school. The pupils hardly realize that they are governed ; they feel that they govern themselves.

### Health.

INSTRUCTION IN HYGIENE.— A marked feature of the school is the special attention directed not only to the physical well-being of the pupils, but to such instruction as will enable them to deal practically with living questions of hygiene as they arise in every-day life. The



pupils are both taught to understand the conditions of healthful life, and trained and assisted to put into practice the instruction they receive in the care of health. They have careful oversight and are advised individually according to their needs. No pupil enters the school without furnishing a physician's certificate of good health, and no pupil is allowed to remain whose physical condition is not thought equal to the demands of the school work. In cases of fatigue, exhaustion, or such indisposition as may unfit pupils for duty, they are advised to take immediate rest; and it is for the use of such that a quiet room, fittingly furnished, and one of the lightest and pleasantest in the building, has been set apart. Special efforts are made to counteract any tendency to over-work, over-excitement, or hurry. No recitations or study-periods are longer than forty minutes, and during the ample and frequent intervals of relaxation school work is completely put aside.

RECREATION. — The pupils find a fund of social recreation, not only in the hall, which is provided with a piano, and which is thrown open to them to enjoy themselves as they will, but in the large lunch-room used exclusively for the purpose that its name indicates. Shortly after mid-day the luncheons, left since the last recess in the hot-closet, are brought out, and the room is soon made lively by the voices of a hundred or more pupils, seated in groups around tables filled to overflowing with the several contributions to this noonday feast. During the warmer months, however, the lunch-room has even to yield in attractiveness to the tree-shaded grounds about the building.

PHYSICAL EXERCISE. — A special time is set apart every day for physical exercises of some sort. These are not set calisthenic movements of the usual kind, but take the form of thorough drill in the throwing of light balls, the handling of sticks or wands, marching to music, singing in chorus, or such exercise as is fitted to develop vigor and activity of body at the same time that it cultivates habits of precision and accuracy, and fits the pupils to meet some of the difficulties of drill and discipline in the profession for which they are being trained.

### Platform Exercises.

No efforts are spared to train the pupils to habits of self-reliance. It is to this end that special importance is attached to the platform exercises. These occupy a half-hour or so every day, and during this period pupils volunteer, each for five minutes or more, to read or recite, or to talk to the school upon any subject which they may have chosen. At such a time they have constantly to meet the criticism and questions of teachers and fellow-pupils; and thus the exercise has been found to be valuable, not only in training the pupils to use the English language with facility and force, and to speak with distinctness and accuracy, but in bringing them to face the sort of difficulties that they may be expected to meet in their profession. On Wednesdays the apprentices have exclusive possession of the platform, and on each such occasion they give to the school, as elsewhere described, the results of their past week's experience in teaching.

### The Library.

The library has been made to contribute materially to the progress of the pupils, both in general intelligence and literary culture, partly in consequence of the device of placing it in the school hall and in the recitation-rooms, where it can be used at all times without formal permission. Books may be taken home on Saturday afternoons and kept until Tuesday, and as they can be obtained more easily from this library than from any other, a large part of the pupils confine their reading to this collection. The result is an acquaintance with a somewhat large number of books of the best sort, and a manifest improvement in literary taste and in standards of excellence.

The almost unrestricted use of the library is not abused. While the appearance of the books is convincing evidence that they are read, not more than two or three volumes have been lost or mutilated in the four-

teen years of the existence of the school, and it is rarely necessary to inquire for a book when it is needed.

The number of volumes is at present more than 2,000, and additions are constantly made up to the limits of the funds available for that purpose.

### General Facilities.

**INCIDENTAL ADVANTAGES.** — Important facilities for general improvement are offered to pupils in the libraries, institutions and other means of culture in which Worcester is rich.

The extensive and well-arranged museum of the Worcester Natural History Society is open for inspection, and specimens in all departments can be borrowed by teachers and students, and taken to the school for purposes of study and illustration.

The hall of the American Antiquarian Society contains a notably rich store of interesting exhibits, and the library includes a rare treasury of books pertaining to American history.

The Free Public Library stands unique among the institutions of the kind in this country for the effective relationship existing between it and the schools. Its large and well-endowed reference library, its well-filled circulating department, its reading-rooms, supplied with the leading domestic and foreign papers and periodicals, afford exceptional opportunities to the schools. Special facilities are offered to teachers and pupils, and the librarian is unsparing in his efforts to render every aid in the choice and use of books, or in any way in which he can assist the reader.

**RAILROAD FARES.** — The six lines of railroad centring in Worcester afford easy communication with the neighboring towns and villages. Season-tickets or mileage-tickets are issued to pupils of the Normal School at greatly reduced rates, and the daily sessions of the school are so arranged as to accommodate those who wish to come and go by the cars.

## General Information.

**BOARD AND ROOMS.** — Students are advised to board in the city, if possible. Not much is saved pecuniarily by those who go in and out every day by rail, and the loss of time and the incidental exposure put them at serious disadvantage.

There is no boarding-house connected with the school ; but suitable accommodations in respectable private families in the neighborhood, approved by the authorities of the institution, are easily obtained. To such as seek information or advice in this direction, the Principal is ready to give every assistance in his power.

In the case of pupils of the Normal School the average cost of board (generally including room, fuel, light and washing) has been ascertained to be about four dollars per week.

**INCIDENTAL EXPENSES.** — The necessary incidental or miscellaneous expenses have averaged about five dollars for each pupil for the term, or ten dollars a year.

These averages imply strict economy on the part of pupils, and in making an estimate of expenses it would probably be unsafe to go below the above figures.

## State Aid.

The Commonwealth has regularly appropriated several hundred dollars a year to each of its Normal Schools, to be divided among such pupils as are most needy and deserving. This school of course receives its proper share of such funds, and is able to render assistance to a number of students each year.

The State also gives the use of all the text-books required in the course, as well as free access to an ample and well-selected library of reference and general literature.

### Normal School Scholarships at Harvard.

There are eight scholarships in the scientific school of Harvard University for the benefit of graduates of the State Normal Schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition ; so that the holder of the scholarship gets his tuition free.

The incumbents are originally appointed for one year on the recommendation of the principals of the schools from which they have been severally graduated. These appointments may be annually renewed on the recommendation of the faculty of the scientific school.

### To Visitors.

A hearty invitation is extended to the parents and friends of pupils, to all, in fact, who may feel inclined, to visit the school, and see the current and method of its daily working. The first two and last two weeks of a term are, obviously, the least favorable times for a visit.

The school committees and superintendents of the neighboring towns are particularly and earnestly urged to make themselves acquainted with this school, — especially designed, as it is, to aid them in their work of improving our public instruction, — and to introduce to its advantages such young teachers of promise as aspire to more thorough preparation for their calling.

The school is not in session on Mondays. On other days the hours (leaving out the noon recess) are from twenty-five minutes past nine o'clock to five minutes to four, an arrangement that has been found the most convenient for ninety-six per cent. of the pupils.

## APPENDIX.

## Graduates.

NOTE. — All the graduates have been examined and approved as teachers for the schools of Worcester by the examining committee of the school board of the city.

When any change of name or residence has been reported it is indicated immediately under the name and residence at the time of graduation. Graduates will see that it is very desirable to have notice of such changes promptly sent to the Principal.

## FIRST CLASS, JULY, 1876.

NAMES.	RESIDENCES.
Lydia Walker Ball . . . . .	<i>Upton.</i>
Harriet Crook . . . . .	<i>Valley Falls.</i>
Mrs. Fred. Snider (Bay State), <i>Northampton.</i>	
Ella Eudora Goddard . . . . .	<i>Worcester.</i>
Ella Jane Lyford . . . . .	<i>Spencer.</i>
<i>Worcester.</i>	
Joseph Chauncey Lyford . . . . .	<i>Spencer.</i>
<i>Worcester.</i>	
Marianna Newton . . . . .	<i>Worcester.</i>
Mrs. Henry E. Chace, <i>Fall River.</i>	
Alice Vara Proctor . . . . .	<i>Spencer.</i>
Mrs. Nathan A. Cobb, <i>Easthampton.</i>	
Hannah Arabella Tucker . . . . .	<i>North Brookfield.</i>
Celia Eliza Whiteman . . . . .	<i>Le Roy, N. Y.</i>
<i>Batavia, N. Y.</i>	
Fanny Alberta Williams . . . . .	<i>Worcester.</i>

## SECOND CLASS, JANUARY, 1877.

Frances Maria Athy . . . . .	<i>Worcester.</i>
Effie Lillian Bennett . . . . .	<i>Worcester.</i>
Sarah Ann Boyd . . . . .	<i>Cherry Valley.</i>

NAMES.	RESIDENCES.
Florence Emily Brown . . . . .	<i>East Douglas.</i>
Mrs. Horace Martin, <i>East Douglas.</i>	
Harriet Abigail Brown . . . . .	<i>East Douglas.</i>
Mary Ellen Cecilia Carroll . . . . .	<i>Worcester.</i>
Jennie Luliona Dearborn . . . . .	<i>Worcester.</i>
Clara Amelia Grout . . . . .	<i>Worcester.</i>
Mrs. John W. Nichols, <i>Barre, Vt.</i>	
Milly Jane Hall . . . . .	<i>Upton.</i>
Mrs. Henry L. Patrick, <i>Hopedale.</i>	
Gertrude Hawkins . . . . .	<i>Fitchburg.</i>
Mrs. Charles F. Wilson, <i>Fitchburg.</i>	
Augusta Seaver Houghton . . . . .	<i>Wilkinsonville.</i>
Mrs. Louis E. Chase, <i>Wilkinsonville.</i>	
Annie Devereaux Johnson . . . . .	<i>Worcester.</i>
Mrs. James Logan, <i>Worcester.</i>	
Helena Adelaide Marie Kalaher . . . . .	<i>Worcester.</i>
Gertrude Mitchell King . . . . .	<i>Nantucket.</i>
Margaret Jane McCann . . . . .	<i>Worcester.</i>
Mary Elizabeth Murphy . . . . .	<i>Worcester.</i>
<i>Philadelphia, Pa.</i>	
Jeannette Maria Putnam . . . . .	<i>Northbridge.</i>
<i>Dorchester.</i>	

## THIRD CLASS, JULY, 1977.

Carrie Maria Adams . . . . .	<i>Worcester.</i>
Emma Abbie Bigelow . . . . .	<i>Holden.</i>
Mrs. E. C. Houghton, <i>Portland, Me.</i>	
Ida Frances Boyden . . . . .	<i>Oakham.</i>
Mrs. Alvan H. Brown, <i>East Douglas.</i>	
Jennie Ellis Chandler . . . . .	<i>Duxbury.</i>
Bessie Alice Chase . . . . .	<i>Worcester.</i>
Mrs. Edmund P. Capron, <i>Boston.</i>	
Josepha Percy Chase . . . . .	<i>Worcester.</i>
<i>Providence, R. I.</i>	
Katie Agnes Coughlin . . . . .	<i>Worcester.</i>
Mabel Crane . . . . .	<i>Blackstone.</i>
Mrs. W. Henry DeLong, <i>Worcester.</i>	
Mary Rebecca Doherty . . . . .	<i>Worcester.</i>
Mrs. Thomas D. Connolly, <i>Beverly Farms.</i>	
Eliza Ann Fairbanks . . . . .	<i>Westborough.</i>
Mrs. C. H. Hersem, <i>Westborough.</i>	
Ellen Montgomery Fitts . . . . .	<i>Worcester.</i>
Mrs. Robert M. Higgins, <i>St. Louis, Mo.</i>	

NAMES.	RESIDENCES.
Mary Elizabeth Fitzgerald . . . . .	<i>Worcester.</i>
Ida Louise Gaskill . . . . .	<i>Blackstone.</i>
Ella Eudora Hall . . . . .	<i>Worcester.</i>
Mrs. Alfred C. Bradish, <i>Worcester.</i>	
Mary Field Harrington . . . . .	<i>Worcester.</i>
Anna Beatrice Hopkins, . . . . .	<i>Worcester.</i>
Mrs. John H. Leland, <i>Worcester.</i>	
Olive Rice Jenks . . . . .	<i>Spencer.</i>
Mrs. Benjamin S. Crocker, <i>Topeka, Kan.</i>	
Lucia Naomi Jennison . . . . .	<i>East Templeton.</i>
Mary Ann Kean . . . . .	<i>Worcester.</i>
Mrs. James Early, <i>Worcester.</i>	
Anna Maria Murray . . . . .	<i>Worcester.</i>
Katie Ann McCarthy . . . . .	<i>Worcester.</i>
Minnie Willietta Sherman . . . . .	<i>Worcester.</i>
Anna Maud Smith . . . . .	<i>Worcester.</i>
Mrs. Otis A. Merrill, <i>Lowell.</i>	
Died in Lowell, April 30, 1886.	
Hattie Urania Thwing . . . . .	<i>Worcester.</i>
Mrs. Charles F. Smith, <i>Boston.</i>	
Annie Teresa Timon . . . . .	<i>Worcester.</i>
Isabella Livingston Tullis . . . . .	<i>Worcester.</i>
Mrs. William A. Harding, <i>Brooklyn, N. Y.</i>	
Jennie Abbie Whitney . . . . .	<i>Worcester.</i>
Mrs. Henry H. Browning, <i>Haverhill.</i>	

## FOURTH CLASS, JANUARY, 1887.

Lizzie Joanna Andrews . . . . .	<i>Worcester.</i>
Addie Jane Booth . . . . .	<i>Worcester.</i>
Mrs. Alvarado A. Coburn, <i>Worcester.</i>	
Ella Agnes Casey . . . . .	<i>Worcester.</i>
Elizabeth Edwina Chapin . . . . .	<i>Worcester.</i>
Jennie Cora Clough . . . . .	<i>Worcester.</i>
Edna Currier . . . . .	<i>Worcester.</i>
Mrs. Amory C. Holden, <i>Worcester.</i>	
Anna Crosby Cutting . . . . .	<i>Templeton.</i>
Katie Anna Fallon . . . . .	<i>Worcester.</i>
Addie Eliza Kendall . . . . .	<i>Worcester.</i>
Mrs. William E. Waite, <i>Worcester.</i>	
Armina Lillian Paul . . . . .	<i>Worcester.</i>
Mrs. James C. Stewart, <i>Worcester.</i>	



NAMES.	RESIDENCES
Lilla Maria Rice . . . . .	<i>Grafton.</i>
Mrs. Charles L. Ware, <i>Fort Scott, Kan.</i>	
Fanny Louise Smythe . . . . .	<i>Worcester.</i>
Mrs. John F. Kyes, <i>Worcester.</i>	
Died in Worcester, April 19, 1882.	
Marietta Sykes . . . . .	<i>Blackstone.</i>
Mrs. Edward D. Brown, <i>Minneapolis, Minn.</i>	
Mary Alice Winter . . . . .	<i>Northbridge.</i>
<i>Worcester.</i>	

## FIFTH CLASS, JULY, 1878.

Nettie Eliza Adams . . . . .	<i>Fitchburg.</i>
Mrs. J. Chauncey Lyford, <i>Worcester.</i>	
Elizabeth Estelle Bent . . . . .	<i>South Gardner.</i>
Mrs. Franklin Eaton, <i>South Gardner.</i>	
Emma Frances Brown . . . . .	<i>Worcester.</i>
Isabella Newton Eddy . . . . .	<i>Leicester.</i>
Mrs. Charles T. Newton, <i>West Boylston.</i>	
Mary Abby Hayward . . . . .	<i>Ashby.</i>
Mary Elizabeth Houghton . . . . .	<i>Worcester.</i>
Mrs. C. David White, <i>Washington, D. C.</i>	
Isabel Pemberton Morey . . . . .	<i>West Brookfield.</i>
Harriet Betsey Sargent . . . . .	<i>South Gardner.</i>
<i>West Somerville.</i>	
Carrie Angelicia Smith . . . . .	<i>Worcester.</i>
Nellie Blake Webber . . . . .	<i>Worcester.</i>
Mrs. Winslow S. Lincoln, <i>Worcester.</i>	

## SIXTH CLASS, JANUARY, 1879.

Jennie Irene Adams . . . . .	<i>Fitchburg.</i>
<i>Springfield.</i>	
Hattie Woodward Arnold . . . . .	<i>Westborough.</i>
Mrs. D. O. Clark, <i>Warren.</i>	
Emma Buckley . . . . .	<i>Worcester.</i>
Mary Rosalie Goddard . . . . .	<i>Worcester.</i>
Mary Emma Hastings . . . . .	<i>Westborough.</i>
Jennie Leonora Higgins . . . . .	<i>Worcester.</i>
Effie Frances Kinne . . . . .	<i>Plainfield, Conn.</i>
Mrs. Edwin D. Goodell, <i>Brookfield.</i>	
Katie Agatha McLoughlin . . . . .	<i>Worcester.</i>
Hattie Stearns Putnam . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Sarah Elizabeth Rogers . . . . .	<i>Worcester.</i>
Adeline Estelle Sprague . . . . .	<i>Worcester.</i>
Marion Capitola Tucker . . . . .	<i>North Brookfield.</i>

## SEVENTH CLASS, JULY, 1879.

Eugene Bacon . . . . .	<i>Framingham.</i>
<i>Nobscot.</i>	
Mary Ella Clark . . . . .	<i>Paxton.</i>
Susan Drake . . . . .	<i>Spencer.</i>
Maggie Agnes Flaherty . . . . .	<i>Worcester.</i>
Emma Lorette Giffin . . . . .	<i>Templeton.</i>
<i>Mrs. Charles H. Wright, Haselton, Ohio.</i>	
Katie Elizabeth Kenney . . . . .	<i>Worcester.</i>
<i>Milford.</i>	
Ellen French Lindsay . . . . .	<i>Grafton.</i>
Henrietta Agnes Murray . . . . .	<i>Worcester.</i>
Anna Harriet Newton . . . . .	<i>Paxton.</i>
<i>Mrs. Fred. Barnes, Worcester.</i>	
Edwin Thomas Painter, B. S. . . . .	<i>Worcester.</i>
<i>Edwin Thomas Painter, M. D., Pittsburg, Pa.</i>	
Emma Miller Plimpton . . . . .	<i>Northbridge.</i>
Mary Agnes Rourke . . . . .	<i>Worcester.</i>
Mary Abbie Sanborn . . . . .	<i>West Baldwin, Me.</i>
<i>Mrs. George B. Paddock, Minneapolis, Minn.</i>	
Abby Brewer Shute . . . . .	<i>Auburn.</i>

## EIGHTH CLASS, JULY, 1880.

Sarah Maria Averill . . . . .	<i>Plainfield, Conn.</i>
Cora Anna Baldwin . . . . .	<i>Worcester.</i>
Mary Elizabeth Barnard . . . . .	<i>Harvard.</i>
<i>Mrs. William J. D'Ewart, Worcester.</i>	
Mary Mead Bowen . . . . .	<i>Mianus, Conn.</i>
Mary Etta Buxton . . . . .	<i>Worcester.</i>
<i>Mrs. Robert W. Robinson, Worcester.</i>	
Sarah Maria Davis . . . . .	<i>Webster.</i>
Daisy Alice Miranda Fairchild . . . . .	<i>Worcester.</i>
<i>Mrs. Sidney A. Sherman, Amherst.</i>	
Hattie Grant Gates . . . . .	<i>Worcester.</i>
Mary Gertrude Griggs . . . . .	<i>Worcester.</i>

NAMES.	RESIDENCES.
Etta Lorenda Hill . . . . .	<i>West Upton.</i>
Mrs. Edward H. Forbush, <i>Worcester.</i>	
Caroline Elizabeth Howe . . . . .	<i>Paxton.</i>
Mary Anne Kane . . . . .	<i>North Brookfield.</i>
Mrs. John A. Howard, <i>Spencer.</i>	
Harriet Lightbourn . . . . .	<i>Worcester.</i>
Alice Eliza Meriam . . . . .	<i>Worcester.</i>
Emma Sophronia Peirce . . . . .	<i>Leicester.</i>
Died in Worcester, March 26, 1884.	
Nellie Louisa Pierce . . . . .	<i>Chesterfield, N. H.</i>
Mrs. Fred. W. Fogg, <i>Worcester.</i>	
Rosa Isabelle Seavey . . . . .	<i>Worcester.</i>
Mrs. William C. Howe, <i>Worcester.</i>	
Anna Philena Smith . . . . .	<i>Central Village, Conn.</i>
Maude Mary Smith . . . . .	<i>Grafton.</i>
Marina Harwood Tucker . . . . .	<i>North Brookfield.</i>

## NINTH CLASS, JULY, 1881.

N. B. — Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half year as apprentices (see page 16) in the public schools of the city of Worcester.

Selma Petronella Ahlstrom (A) . . . . .	<i>Worcester.</i>
Hattie Bond Andrews (A) . . . . .	<i>Worcester.</i>
Olive Maria Butler . . . . .	<i>Worcester.</i>
Mrs. Charles F. Howard, <i>Orange.</i>	
Elida Maria Capen (A) . . . . .	<i>Charlton.</i>
Rebecca Harlow Davie . . . . .	<i>Worcester.</i>
Wilton Herbert Desper, B. S. . . . .	<i>Worcester.</i>
<i>Stafford Springs Conn.</i>	
Edward Doolittle Fitch . . . . .	<i>Worcester.</i>
Edward Doolittle Fitch, M. D., <i>Worcester.</i>	
Anna Trask Kelley (A) . . . . .	<i>Worcester.</i>
Mary Emily McCormick (A) . . . . .	<i>Worcester.</i>
Alice Caroline Mason (A) . . . . .	<i>Worcester.</i>
Mrs. George F. Barnard, <i>Worcester.</i>	
Catherine Theresa Nevins (A) . . . . .	<i>Nantucket.</i>
Georgiana Maria Newton (A) . . . . .	<i>Worcester.</i>
Bertha May Peckham (A) . . . . .	<i>Southborough.</i>
Mrs. Elmer I. Balcom, <i>Whitinsville.</i>	

NAMES.	RESIDENCES.
Elizabeth Nettie Robinson . . . . .	<i>Templeton.</i>
Mrs. W. S. Hincks, <i>Hyde Park.</i>	
Angenette Ethelinda Stone (A) . . . . .	<i>Northbridge.</i>
<i>Minneapolis, Minn.</i>	
Jennie Matilda Tainter (A) . . . . .	<i>Worcester.</i>

## TENTH CLASS, JANUARY, 1882.

Florence Bicknell (A) . . . . .	<i>Rowe.</i>
Died in Boston, May 28, 1885.	
Alice Chapin (A) . . . . .	<i>Auburn.</i>
Abbie Mitchell Dorr . . . . .	<i>Southborough.</i>
Mary Blake Dudley (A) . . . . .	<i>Worcester.</i>
<i>New York City.</i>	
Emma Gertrude Goodwin (A) . . . . .	<i>Worcester.</i>
Abbie Calista Hale . . . . .	<i>Hubbardston.</i>
Lizzie Frances Jones (A) . . . . .	<i>Lunenburg.</i>
Fransess Dolbell Martin . . . . .	<i>Worcester.</i>
Ida Marion McCambridge (A) . . . . .	<i>Worcester.</i>
Elizabeth Adelaide Potter . . . . .	<i>Worcester.</i>
Mary Ella Proctor (A) . . . . .	<i>Worcester.</i>
Mrs. Henry B. Quimby, <i>Malden.</i>	
Anna Bush Ranger (A) . . . . .	<i>Worcester.</i>
Sarah Lydia Sawyer . . . . .	<i>Fitchburg.</i>
Caroline Isabel Stone (A) . . . . .	<i>Auburn.</i>
Mrs. William Woodward, <i>Worcester.</i>	
Mabel Burnside Tew (A) . . . . .	<i>Worcester.</i>
Mrs. Hiram E. Barnard, <i>Worcester.</i>	
Anna Laura Wells (A) . . . . .	<i>Rowe.</i>
Mrs. Benjamin T. Henry, <i>Rowe.</i>	
Mary Blanche Wheatly (A) . . . . .	<i>Worcester.</i>
Died in Worcester, Feb. 7, 1886.	

## ELEVENTH CLASS, JUNE, 1882.

Harriet Almira Baker . . . . .	<i>Phillipston.</i>
Addie Maria Blenus . . . . .	<i>Worcester.</i>
Anna Theresa Cavanaugh (A) . . . . .	<i>Worcester.</i>
Louis Richards Condry . . . . .	<i>Groton.</i>
Ann Foskett (A) . . . . .	<i>Webster.</i>
Mary Elizabeth Horgan (A) . . . . .	<i>Worcester.</i>
Mrs. John J. Brennan, <i>Worcester.</i>	

NAMES.	RESIDENCES.
Mary Eliza Jenks (A) . . . . .	<i>Spencer.</i>
Mrs. G. Samuel Boutelle, <i>Spencer.</i>	
Julia Ardelle Mann (A) . . . . .	<i>Blackstone.</i>
Edwin Scott Matthews, B. S. . . . .	<i>Worcester.</i>
Grace Emily Pearl (A) . . . . .	<i>Southborough.</i>
Mrs. Albert C. Brown, <i>Fitchburg.</i>	
Ada Dora Saunders (A) . . . . .	<i>Worcester.</i>
Jennie Melenda Sprout . . . . .	<i>Worcester.</i>
Died in Worcester, Feb. 24, 1886.	
Anna Daniels Stowell (A) . . . . .	<i>Worcester.</i>
Mary Florence Stratton (A) . . . . .	<i>Millbury.</i>

## TWELFTH CLASS, JANUARY, 1883.

Martha Dowse Adams (A) . . . . .	<i>Worcester.</i>
<i>Boston.</i>	
Harriet Annie Colton . . . . .	<i>Oxford.</i>
Mrs. Frederick A. Wellington, <i>Webster.</i>	
Mary Ellen Convery (A) . . . . .	<i>Worcester.</i>
Hannah Mary Kickham (A) . . . . .	<i>Worcester.</i>
Mary Catherina Morrissey (A) . . . . .	<i>Worcester.</i>
Mabel Piper (A) . . . . .	<i>Worcester.</i>
Anna Theresa Smith (A) . . . . .	<i>Worcester.</i>
Mary Celia Smith (A) . . . . .	<i>Worcester.</i>
Etta Melissa Thayer (A) . . . . .	<i>Worcester.</i>
Etta Theresa Whalen (A) . . . . .	<i>Worcester.</i>

## THIRTEENTH CLASS, JUNE, 1883.

Ada Bartlett Braman . . . . .	<i>Worcester.</i>
Mrs. Charles L. Tower, <i>Worcester.</i>	
Minnie Anna Burgess Chase . . . . .	<i>Worcester.</i>
Louise Frances Clark (A) . . . . .	<i>Paxton.</i>
Mary Louise Gafney (A) . . . . .	<i>Worcester.</i>
Alphonsine Talon L'Esperance (A) . . . . .	<i>Worcester.</i>
Died in St. Hyacinthe, Que., Jan. 1, 1887.	
Mary Frye Lewis . . . . .	<i>Willimantic, Conn.</i>
Mary Agnes McGillicuddy . . . . .	<i>Worcester.</i>
Mary Alice Marshall . . . . .	<i>Still River.</i>
Jessie Moore Nichols . . . . .	<i>Auburn.</i>
Jennie Mitchell Perrin . . . . .	<i>Westborough.</i>
Mrs. Frederick A. Richardson, <i>Worcester.</i>	

NAMES.	RESIDENCES.
Alice Valentine Phelps . . . . .	<i>Worcester.</i>
Estella Virginia Rolston (A) . . . . .	<i>Worcester.</i>
Jennie Elizabeth Sanderson (A) . . . . .	<i>Worcester.</i>
Mary Gertrude Smith (A) . . . . .	<i>Quinsigamond.</i>
Agnes Rose Stewart (A) . . . . .	<i>Worcester.</i>
Abbie Josephine Taft (A) . . . . .	<i>Worcester.</i>
Lizzie Minnie Urban . . . . .	<i>South Westminster.</i>
Octavia Howard Vaughan (A) . . . . .	<i>Worcester.</i>
Hattie Louisa White . . . . .	<i>Boylston Centre.</i>
Margaret Osgood Whitney . . . . .	<i>Worcester.</i>
Mrs. Frederick W. Blackmer, <i>Worcester.</i>	
Grace Carpenter Williams (A) . . . . .	<i>Gardiner, Me.</i>
Mrs. Charles S. J. Ruggles, <i>Gardiner, Me.</i>	

## FOURTEENTH CLASS, JANUARY, 1884.

Mary Louise Blenus (A) . . . . .	<i>Worcester.</i>
Died in Millbury, Feb. 6, 1887.	
Daniel Henry Casey . . . . .	<i>Worcester.</i>
Ellen Gertrude Daley (A) . . . . .	<i>Worcester.</i>
Adelia Teresa Gauren (A) . . . . .	<i>Worcester.</i>
Eliza Tainter Gilbert (A) . . . . .	<i>Worcester.</i>
Mrs. George Day, <i>Worcester.</i>	
Eudora Estella Hay . . . . .	<i>Worcester.</i>
John Edward Lynch . . . . .	<i>Worcester.</i>
Nellie Abbie Robbins (A) . . . . .	<i>Rochester, N. Y.</i>

## FIFTEENTH CLASS, JUNE, 1884.

Maria Fernald Bosworth (A) . . . . .	<i>Worcester.</i>
Maud Loetta Davis (A) . . . . .	<i>Worcester.</i>
Ellen Frances Fallon . . . . .	<i>Worcester.</i>
Margaret Frances Hagan . . . . .	<i>Worcester.</i>
Lilla Ingalls . . . . .	<i>East Templeton.</i>
Mrs. Albert D. Felch, <i>West Medford.</i>	
Mary Jessie King . . . . .	<i>Middleville, N. Y.</i>
Mrs. Frank H. Buxton, <i>Worcester.</i>	
Etta Rosella Leonard (A) . . . . .	<i>Worcester.</i>
Mrs. Irving E. Comins, <i>Worcester.</i>	
Mary McCann (A) . . . . .	<i>Leominster.</i>
<i>New Britain, Conn.</i>	

NAMES.	RESIDENCES.
Anna Gertrude Melanefy (A) . . . . .	<i>Worcester.</i>
Died in Worcester, Nov 30, 1885.	
Annie Ward Newell (A) . . . . .	<i>Millbury.</i>
Helena Bridget O'Keefe . . . . .	<i>Worcester.</i>
<i>Providence, R. I.</i>	
Edith Marietta Rolston (A) . . . . .	<i>Worcester.</i>
Mary Lucy Seavey (A) . . . . .	<i>Worcester.</i>
Alice Alberta Tatman (A) . . . . .	<i>Quinsigamond.</i>
Mrs. Arthur E. Hayer, <i>Quinsigamond.</i>	
Elizabeth Pickering Thompson . . . . .	<i>Durham, N. H.</i>
Mrs. Albert DeMeritt, <i>Durham, N. H.</i>	
Katy Adaline Wilder . . . . .	<i>Sterling.</i>
Mrs. R. Lincoln Chandler, <i>Sterling.</i>	

## SIXTEENTH CLASS. JANUARY, 1885.

Katherine Blanche Adams . . . . .	<i>Worcester.</i>
Mrs. Lester T. Crook, <i>Worcester.</i>	
Mary Louise Burroughs . . . . .	<i>Boxborough.</i>
Minnie Jennie Condly (A) . . . . .	<i>Worcester.</i>
Mrs. Charles F. Pharaoh, <i>Worcester.</i>	
Emma Florence Davis . . . . .	<i>Shrewsbury.</i>
Mrs. George E. Stone, <i>Shrewsbury.</i>	
Cora Belle Drew . . . . .	<i>Burlington, Vt.</i>
Anna Gertrude Foley (A) . . . . .	<i>Worcester.</i>
Julia Elizabeth Green (A) . . . . .	<i>Worcester.</i>
Lucy Maria Green (A) . . . . .	<i>Worcester.</i>
Catharine Aloysia Hackett (A) . . . . .	<i>Worcester.</i>
Annie Maria Ham (A) . . . . .	<i>Worcester.</i>
Carrie Adaline Hildreth (A) . . . . .	<i>Worcester.</i>
Mary Anne McBride (A) . . . . .	<i>Worcester.</i>
Ellen Gertrude McGillicuddy (A) . . . . .	<i>Worcester.</i>
Mary Agnes Morrissey (A) . . . . .	<i>Worcester.</i>
Delia Isabel Newbury (A) . . . . .	<i>Worcester.</i>
Carrie Louise Paige (A) . . . . .	<i>Hardwick.</i>
Ida May Parsons (A) . . . . .	<i>Holden.</i>
Frances May Prentice (A) . . . . .	<i>Westborough.</i>
Hannah Sheehan (A) . . . . .	<i>Whitinsville.</i>
Mary Elizabeth Talbot Tandy . . . . .	<i>Athol.</i>
Ella Maria Wells (A) . . . . .	<i>Deerfield.</i>
Alvena Betsy Williams (A) . . . . .	<i>Paxton.</i>

## SEVENTEENTH CLASS, JUNE, 1885.

NAMES.	RESIDENCES.
Ida Florence Buxton . . . . .	<i>Worcester.</i>
Cora Augusta Cooley (A) . . . . .	<i>Worcester.</i>
Amy Holbrook Dana (A) . . . . .	<i>West Boylston.</i>
Minnie Alberta Davis . . . . .	<i>Worcester.</i>
Carrie Elizabeth Dodd (A) . . . . .	<i>Paxton.</i>
Emily Sophia Gaskill (A) . . . . .	<i>Mendon.</i>
Emma Jane Goddard (A) . . . . .	<i>Grafton.</i>
Emma Eliza Hayward . . . . .	<i>Ashby.</i>
Benjamin West Kinney (A) . . . . .	<i>Worcester.</i>
Georgia Hudson Lakin (A) . . . . .	<i>Paxton.</i>
Mrs. Charles H. Dodd, <i>Paxton.</i>	
Ada Elvera Mason . . . . .	<i>Worcester.</i>
Agnes Josephine O'Gorman (A) . . . . .	<i>Worcester.</i>
Carrie Melinda Sweetzer (A) . . . . .	<i>Worcester.</i>
Florence Mabel Waite (A) . . . . .	<i>Pittsfield.</i>

## EIGHTEENTH CLASS, JANUARY, 1886.

Alice Lucina Bainbridge (A) . . . . .	<i>Worcester.</i>
Alice Rosilla Barton (A) . . . . .	<i>Upton.</i>
Grace Rebecca Everett (A) . . . . .	<i>Worcester.</i>
Edith May Harding (A) . . . . .	<i>Worcester.</i>
Sarah Wyman Hay (A) . . . . .	<i>Worcester.</i>
Nellie Francene Monroe (A) . . . . .	<i>Rutland.</i>
Julia Agnes Quinn (A) . . . . .	<i>Worcester.</i>
Margaret Scott (A) . . . . .	<i>Burlington, Vt.</i>
Annie Gertrude Thompson (A) . . . . .	<i>Worcester.</i>
Carrie Alona Thompson (A) . . . . .	<i>Worcester.</i>

## NINETEENTH CLASS, JUNE, 1886.

Cora Jane Ball (A) . . . . .	<i>Grafton.</i>
Addie Taylor Banister . . . . .	<i>Worcester.</i>
Clara Harwood Bemis . . . . .	<i>Spencer.</i>
Julia Meeker DeCamp (A) . . . . .	<i>Worcester.</i>
Mrs. Sanford D. Ieland, <i>Holyoke.</i>	
Mary Jennie Hart (A) . . . . .	<i>Worcester.</i>
Susan Rhoda Hartwell (A) . . . . .	<i>Oxford.</i>



NAMES.	RESIDENCES.
Thomas Joseph Higgins (A) . . . . .	Worcester.
Mary Alice Johnson . . . . .	Westborough.
Mary Elisabeth Joyce (A) . . . . .	Worcester.
Carrie Laurretta Maynard (A) . . . . .	Worcester.
Susan Augusta Peirce (A) . . . . .	West Boylston.
Died in West Boylston, April 27, 1888.	
Abby Louise Penniman (A) . . . . .	Worcester.
Hattie May Ruggles (A) . . . . .	Worcester.
Annie Elisabeth Tucker (A) . . . . .	Chelsea.
Melrose.	
Ella Maria Whitney . . . . .	Upton.
Mrs. Allen D. Risteen, New York City.	
Carrie Howard Wilmarth (A) . . . . .	Worcester.

## TWENTIETH CLASS, JANUARY, 1887.

Harriet Louise Brewster (A) . . . . .	Westborough.
May Elsie Chapin . . . . .	Worcester.
Caroline Gertrude Cooke (A) . . . . .	Worcester.
Sarah Leighton Dinsmore . . . . .	Lowell.
Sarah Elizabeth Earley (A) . . . . .	Spencer.
Carrie Lincoln Fletcher (A) . . . . .	Worcester.
Marion Holbrook (A) . . . . .	Worcester.
Florence Holman (A) . . . . .	West Millbury.
Marietta Knight . . . . .	Worcester.
Elizabeth McFarland . . . . .	Sutton.
Hattie Louise Partridge (A) . . . . .	Worcester.
Cora Deborah Elizabeth Robinson (A) . . . . .	Worcester.
Lilian Ainsworth Smith (A) . . . . .	Dudley.
Florence Sherman Waite (A) . . . . .	Worcester.
Lizzie Helen Wallis (A) . . . . .	North Oxford.
Margaret Louisa Walsh (A) . . . . .	Worcester.
Henrietta Maria Wright (A) . . . . .	East Templeton.

## TWENTY-FIRST CLASS, JUNE, 1887.

Olive Minerva Barnes (A) . . . . .	Worcester.
Alice Harriette Belding . . . . .	Worcester.
Annie Josephine Butterfield (A) . . . . .	Worcester.
Lulu Louise Clarke (A) . . . . .	Worcester.
Albert Swain Colburn . . . . .	Shirley Village.

NAMES.	RESIDENCES.
Anna Burgess Collier (A)	Worcester.
Josephine Pauline Convery (A)	Worcester.
Margaret Mary Hanley (A)	Worcester.
Addie Maria Harthan (A)	Worcester.
Kate Maria Healy (A)	Worcester.
Nellie Gertrude Jerome (A)	Worcester.
Cora Emma Kemp (A)	Worcester.
Abbie Curtis Knight (A)	Worcester.
Emma Martha McCormick	Spencer.
Honora Lucy Murphy (A)	Worcester.
Mary Jane Newton (A)	Greenfield.
Abigail Loretta O'Hara (A)	Worcester.
Lucy Reed Poland (A)	Worcester.
Mary Teresa Power (A)	Worcester.
Miriam Frances Proctor (A)	Spencer.
May Caroline Rogers (A)	Worcester.
Kate Emogene Smith (A)	Florence.
Louise Adelia Stockdale (A)	Worcester.
Charlotte May Taylor (A)	Bolton.
Bertha Caroline Yeaton (A)	Worcester.

## TWENTY-SECOND CLASS, JANUARY, 1888.

Jennie Ambrose Casey (A)	Worcester.
Margaret Anne Connolly (A)	Worcester.
Idaline Dawley (A)	Plainfield, Conn.
Catherine Teresa Donnelly (A)	Worcester.
Annie Elizabeth Fales (A)	Westborough.
Ida Childs Gleason	West Brookfield.
Ida Etta Leland (A)	Upton.
Mary Mackin (A)	Worcester.
Fanny Richards Brewer Macomber (A)	Worcester.
Edith Maria Marsh	Leicester.
Mary Gertrude Overend (A)	Worcester.
Cora Almira Paige (A)	Worcester.
Dora Alvira Paige (A)	Worcester.
Julia Winifred Smith (A)	Quinsigamond.
Minnie Belle Stearns (A)	North Leominster.

## SPECIAL STUDENTS

## WHO HAVE RECEIVED CERTIFICATES OF PROFICIENCY.

1881.

Francis Patrick McKeon, A.M.

Richard Henry Mooney, A.M.

1882.

Thomas William Butler.

Owen Henry Conlin, A.B.

Peter Andrew Conlin, A.B.

Edward Aloysius Quinland, A.B.

1888.

Arthur Hay, A.B.

## SUMMARY OF NUMBERS.

Number in the First Class . . . . .	10
Number in the Second Class . . . . .	17
Number in the Third Class . . . . .	27
Number in the Fourth Class . . . . .	14
Number in the Fifth Class . . . . .	10
Number in the Sixth Class . . . . .	12
Number in the Seventh Class . . . . .	14
Number in the Eighth Class . . . . .	20
Number in the Ninth Class . . . . .	16
Number in the Tenth Class . . . . .	17
Number in the Eleventh Class . . . . .	14
Number in the Twelfth Class . . . . .	10
Number in the Thirteenth Class . . . . .	21
Number in the Fourteenth Class . . . . .	8
Number in the Fifteenth Class . . . . .	16
Number in the Sixteenth Class . . . . .	22
Number in the Seventeenth Class . . . . .	14
Number in the Eighteenth Class . . . . .	10
Number in the Nineteenth Class . . . . .	16
Number in the Twentieth Class . . . . .	17
Number in the Twenty-first Class . . . . .	25
Number in the Twenty-second Class . . . . .	15
Total number of Graduates . . . . .	345
Number of Certificated Students . . . . .	7

## GIFTS OF THE GRADUATING CLASSES.

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These all form a part of the decoration of the main hall or school-room.

FIRST CLASS	.	.	.	.	.	.	.	Apollo. (Bust.)
SECOND CLASS	.	Angel-Boys, from Raphael's "Sistine Madonna."						(Photograph.)
THIRD CLASS	.	.	.	.	.	.	.	Guido's "Aurora." (Photograph.)
FOURTH CLASS	.	.	.	.	.	.	.	Colosseum at Rome. (Photograph.)
FIFTH CLASS	.	.	.	.	.	.	.	Julius Cæsar. (Bust.)
SIXTH CLASS	.	.	.	.	.	.	.	John Locke. (Bust.)
SEVENTH CLASS	.	.	.	.	.	.	.	Pestalozzi. (Bust.)
EIGHTH CLASS	.	.	Ralph Waldo Emerson.					(French's Bust.)
NINTH CLASS	.	.	.	.	.	.	.	"An Old Monarch," by Rosa Bonheur. (Engraving.)
TENTH CLASS	.	.	.	.	.	.	.	Pyramids and Sphinx. (Photograph.)
ELEVENTH CLASS	.	.	.	.	.	.	.	Titian's "Flora." (Photograph.)
TWELFTH CLASS	.	Michel Angelo's "Three Fates."						(Photograph.)
THIRTEENTH CLASS	.	.	.	.	.	.	.	Lincoln. (Volk's Bust.)
FOURTEENTH CLASS	.	.	.	.	.	.	.	Webster. (Photograph by Hawes.)

**THIRTEENTH ANNIVERSARY.**

➤ **STATE NORMAL SCHOOL** ◀

AT WORCESTER.

—•—  
➤ **PROGRAMME.** ◀

—•—  
THURSDAY, JUNE 23, 1887.

# FORENOON,

BEGINNING AT HALF-PAST NINE O'CLOCK.

SINGING,—Hymn, "The Praise of God."

Reading of the Theses.

TWENTIETH CLASS, JANUARY, 1887.

*HARRIET LOUISE BREWSTER (A),	Westborough.
FALSEHOOD IN CHILDREN.	
MAY ELSIE CHAPIN,	Worcester.
SCHOOL HYGIENE.	
*CAROLINE GERTRUDE COOKE (A),	Worcester.
LEARNING BY EAR.	
SARAH LEIGHTON DINSMORE,	Lowell.
CHEERFULNESS IN THE SCHOOLROOM.	
SARAH ELIZABETH EARLEY (A),	Spencer.
HOME STUDIES.	
*CARRIE LINCOLN FLETCHER (A),	Worcester.
SCHOOL WORK ON A DARK DAY.	
*MARION HOLBROOK (A),	Worcester.
LANCASTERIAN METHOD.	
FLORENCE HOLMAN (A),	West Millbury.
THE TEACHER'S DISPOSITION.	
MARIETTA KNIGHT,	Worcester.
SELF-GOVERNMENT.	
ELIZABETH MCFARLAND,	Sutton.
BOTANY IN SCHOOL.	
HATTIE LOUISE PARTRIDGE (A),	Worcester.
COMPULSORY EDUCATION.	
CORA DEBORAH ELIZABETH ROBINSON (A),	Worcester.
TEACHING MUSIC TO YOUNG CHILDREN.	

NOTE.—Not all the essays can be read in the time allotted to the exercises. The names of the readers are indicated by a star.

N. B.—Graduates whose names are marked with (A) have, besides passing through the regular course of study, served for a half-year as apprentices in the public schools of the city of Worcester.

*LILIAN AINSWORTH SMITH (A), . . . . .	Dudley.
OUR APPRENTICESHIP.	
*FLORENCE SHERMAN WAITE (A), . . . . .	Worcester.
THE COMMON SCHOOL SYSTEM OF ENGLAND.	
LIZZIE HELEN WALLIS (A), . . . . .	North Oxford.
"OVERWORKED" TEACHERS.	
*MARGARET LOUISA WALSH (A), . . . . .	Worcester.
THE SCHOOL AS A TEACHER OF MORALITY.	
HENRIETTA MARIA WRIGHT (A), . . . . .	East Templeton.
LIKES AND DISLIKES OF CHILDREN.	

## RECESS, — FIVE MINUTES.

SINGING, — "The Harp that once thro' Tara's Halls" (learnt by ear).

*Arranged by Mr. C. C. Stearns.*

## TWENTY-FIRST CLASS, JUNE, 1887.

OLIVE MINERVA BARNES (A), . . . . .	Worcester.
THE TEACHER'S LACK OF TIME.	
ALICE HARRIETTE BELDING, . . . . .	Worcester.
CHILDREN'S READING OUT OF SCHOOL.	
ANNIE JOSEPHINE BUTTERFIELD (A), . . . . .	Worcester.
SOME EDUCATIONAL SYMBOLS.	
LULU LOUISE CLARKE (A), . . . . .	Worcester.
CALISTHENICS.	
*ALBERT SWAIN COLBURN, . . . . .	Shirley Village.
ILLITERACY.	
*ANNA BURGESS COLLIER (A), . . . . .	Worcester.
THE LAUGHTER OF CHILDREN.	
*JOSEPHINE PAULINE CONVERY (A), . . . . .	Worcester.
THE JESUITS AS EDUCATORS.	
MARGARET MARY HANLEY (A), . . . . .	Worcester.
"THE NEW PSYCHOLOGY."	
ADDIE MARIA HARTHAN (A), . . . . .	Worcester.
WHAT THE SCHOOL CHILD THINKS OF.	

*KATE MARIA HEALY (A), . . . . .	Worcester.
PRACTICAL MNEMONICS.	
*NELLIE GERTRUDE JEROME (A), . . . . .	Worcester.
EDUCATION OF THE INDIANS.	
*CORA EMMA KEMP (A), . . . . .	Worcester.
DIX STREET SCHOOL AND THE PUBLIC LIBRARY.	
ABBIE CURTIS KNIGHT (A), . . . . .	Worcester.
THE TEACHER NOT EVERYBODY.	
EMMA MARTHA MCCORMICK, . . . . .	Worcester.
BAIN'S SUGGESTIONS ABOUT OBJECT-LESSONS.	
*HONORA LUCY MURPHY (A), . . . . .	Worcester.
OUR "PLATFORM EXERCISE."	
MARY JANE NEWTON (A), . . . . .	Greenfield.
ALTERNATIVES OF A TEACHER.	
*ABIGAIL LORETTA O'HARA (A), . . . . .	Worcester.
HOW A CHILD REASONS.	
*LUCY REED POLAND (A), . . . . .	Leominster.
PLAYS OF CHILDREN.	
MARY TERESA POWER (A), . . . . .	Worcester.
NEW YORK NORMAL COLLEGE.	
MIRIAM FRANCES PROCTOR (A), . . . . .	Spencer.
HISTORY OF NORMAL SCHOOLS.	
MAY CAROLINE ROGERS (A), . . . . .	Worcester.
SUPERSTITIONS OF CHILDREN.	
*KATE EMOGENE SMITH (A), . . . . .	Worcester.
STUDY OF A CHILD.	
LOUISE ADELIA STOCKDALE (A), . . . . .	Worcester.
BOTANY IN PUBLIC SCHOOLS.	
CHARLOTTE MAY TAYLOR (A), . . . . .	Bolton.
STORY-TELLING IN PRIMARY SCHOOLS.	
*BERTHA CAROLINE YEATON (A), . . . . .	Worcester.
DR. FOLSON ON NERVOUS DISORDERS IN SCHOOLS.	
SINGING,— "Who will to the Greenwood Hie?" . . . .	Hatton.



# AFTERNOON,

BEGINNING AT QUARTER-PAST TWO O'CLOCK.

SINGING,—"See, the Conquering Hero Comes!" . . . *Handel.*

VALEDICTORY,—TWENTIETH CLASS.

MARIETTA KNIGHT, . . . Worcester.  
SELF-GOVERNMENT.

VALEDICTORY,—TWENTY-FIRST CLASS.

ALICE HARRIETTE BELDING, . . . Worcester.  
CHILDREN'S READING OUT OF SCHOOL.

## Award of Diplomas.

SINGING,—Two old Songs (learnt by ear and sung in unison):

1. "Cease, rude Boreas!"
2. "Charlie is my darling"

## Anniversary Address.

By Professor EDWARD S. MORSE,  
Director of Peabody Academy of Science, Salem, Mass.

SINGING,—Chorale, "Old Hundred" (learnt by ear).

*Arranged by Mr. C. C. Stearns.*

## LAST REPORT OF THE STATE BOARD OF VISITORS CONCERNING THE WORCESTER SCHOOL.

*[From the Fifty-first Annual Report of the Board of Education.]*

### STUDENTS.

The present year has been one of gratifying prosperity and usefulness in this school. The large number in attendance at the time of the last report has been increased, while the quality of the entering classes is evidently well up to the standard of past years.

A larger proportion of applicants at each entrance examination shows a proper and adequate preparation in point of scholarship, but it is found that many of the graduates of high schools who come to us are disposed to regard the acquisition of knowledge as an end in itself, and that they come round somewhat slowly from the attitude of getting lessons to that of teaching children. In other words, the drift and momentum of the high school course is naturally in the direction of acquiring rather than imparting knowledge. This operates with not a few pupils as something of a drawback in the early part of their Normal School course, but it seems inevitable, and it is perhaps more than made up for by the greater intellectual suppleness and skill which such students possess as a result of their high school training.

We find as a rule no more apt or agreeable pupils than those who have added to a good course of preparatory study a year or so of experimental school teaching. It is easy for such to understand what the Normal School is for, and to fall into active sympathy with its aims and methods.

It is interesting to note how large a proportion of the students elect to take the "apprenticeship," thereby voluntarily lengthening their course by six months, and it is the uniform testimony of graduates who have served the apprenticeship that no part of their course was of greater practical value.

### TEACHERS.

No change has been made during the year in the corps of instructors, and it is the hope of the Visitors that none may be made, except in the way of additions, for

years to come. The increase of numbers has, however, crowded them with work and calls for at least one additional assistant. It is not good policy to keep every teacher occupied in the class-room every hour of the day; an arrangement by which some one of the staff shall be always at liberty is the only one that can carry a school smoothly over the occasional temporary absences of teachers that occur from illness and other inevitable causes. The Visitors also suggest that it might be good economy to employ a clerk or copyist instead of putting upon the instructors any considerable amount of merely clerical work.

#### GRADUATES.

The demand for our graduates, especially for such as had received a good high school education before coming here, continues to increase.

The unusually large classes which have graduated the past year have nearly all made engagements to teach in very desirable positions. The conviction is steadily gaining ground in the community that systematic preparation for the teacher's calling, instead of repressing or restricting the exercise of natural ability, really gives it scope and flexibility and guides it into more effective channels. Observation shows that schools taught by untrained teachers are likely to resemble one another far more than do those taught even by different graduates of the same Normal School. — the effect of good Normal training being to enrich and equip the student with varied and variable methods, and to teach him how to apply them under different conditions so as to accomplish the aims of education.

The only obstacle to the immediate employment of all our graduates lies in the desire of many of them to teach only in cities and large villages, in which preference teachers but share the common and wide-spread tendency of the times.

Even as it is each half-yearly class is generally engaged in teaching a considerable time before the next graduation day comes round.

The enthusiasm and loyalty of the graduates as a body is characteristic and admirable. They write many letters to the Principal and often visit the school, and at their annual reunion in June they throng the building and make a memorable evening of reminiscence and social enjoyment.

#### THE GROUNDS.

It was hoped that the appropriation made by the last Legislature would be sufficient to enclose and properly grade our grounds. The work, however, though done with the utmost care and economy, has exceeded in difficulty, and consequently in cost, every estimate that could be made beforehand.

The hill which constitutes the school lot, comprising a little more than five acres, proves to be an irregular mass of gneiss rock of great hardness, rather thinly overlaid with soil. This makes necessary, first, the removal of much rock by blasting, to give a proper foundation for the wall; secondly, the laying of the wall itself, which is wholly of masonry; and finally, the grading of that part of the enclosed land which lies near the wall, in order to give the necessary finish to the surface.

The circumference of the lot to be enclosed is 1,773 feet. Up to this time 1,327 feet of wall, including all the piers and gate-posts, have been completed, with the exception of the coping, and about two acres of ground have been graded, manured and laid down to grass. During the present year more than 900 cubic yards of solid rock and about 5,000 cubic yards of earth have been removed; 850 cubic yards of masonry have been laid, and in the foundations and backing for this about 1,000 cubic yards of broken and loose stone, laid dry, have been put in.

The expense of this work, even in its present incomplete state, has exceeded the appropriation, for the reason that at the time when the funds were exhausted the work was at a stage of progress where it could not be left and afterwards resumed without serious pecuniary loss to the State; and of course it could not reasonably be assumed that the Commonwealth would abandon the undertaking at a point so near its completion.

What now remains to be done is this:—

First, to build the remaining 446 feet of plain wall (the piers and gate-posts, as stated above, being already built); secondly, to furnish the entire wall, including the piers, with a suitable coping; thirdly, to provide proper gates for the two entrances; and fourthly, to grade, manure and seed down the remainder of the ground.

When the work is completed the lot will have the protection and privacy which it has sorely needed for years, and will afford the pupils an ample and pleasant place for out-of-door exercise, as well as picturesque and fertile lawn to beautify by the planting of trees and shrubs from year to year. Our students have already made a praiseworthy beginning by setting out with their own hands more than a hundred and fifty trees and shrubs, besides large numbers of vines and flowering plants, and by the end of another year, if the security of a finished enclosure be afforded, a great change for the better will have been effected in the whole aspect of the rugged but beautiful and commanding site of this institution.

#### SEWAGE AND DRAINAGE.

Provision must be promptly made to connect the sewer-pipe, which now empties into a cesspool, with the city sewer on Gage Street. The imperative necessity for

this change will appear from the fact that the cess-pool, owing to long use and to recent increase in the school attendance, is now in an almost constant state of overflow, thereby polluting not only the southerly part of the grounds, only a few rods from the school building, but also the adjoining street (Eastern Avenue), to an extent that has already called forth a remonstrance from the Board of Health and which would not be allowed on a private estate.

The water from the roof of the building must also be turned into the sewer, as the wash of every heavy rain does serious damage to the grading, an evil that will increase until stopped by the change above suggested.

#### ACKNOWLEDGMENTS.

We are indebted to Professor Edward S. Morse, Ph.D., of Salem, who gave the anniversary address in June,—a most acceptable talk on "The Manners of the Japanese."

Our thanks are also due to Edward Winslow Lincoln, Esq., and to James Draper, Esq., of Worcester, for the gift of young trees for planting, and to Hon. Theodore C. Bates for a copy of "The History of North Brookfield."

#### STATISTICS.

##### 1. Numbers:—

Enrolled Nov. 1, 1886,	. . . . .	164
Enrolled Nov. 1, 1887,	. . . . .	169
Temporarily absent by permission,	. . . . .	15
Whole number of different pupils enrolled during the year 1887,	. . . . .	258

##### 2. Numbers in entering classes:—

In February,	. . . . .	27
September,	. . . . .	49
Total,	. . . . .	76

##### 3. Average age of pupils admitted:—

In February,	. . . . .	18 years, 11 months.
September,	. . . . .	18 years, 5 months.

## 4. Of the pupils admitted there were: —

From Essex County, . . . . .	1
Worcester County, . . . . .	64
Connecticut, . . . . .	4
Kentucky, . . . . .	1
Maine, . . . . .	1
New Hampshire, . . . . .	3
New York, . . . . .	1
Vermont, . . . . .	1
Total, . . . . .	76

## 5. Occupations of pupils' parents: —

Professional, . . . . .	3
Mercantile, . . . . .	12
Skilled labor, . . . . .	26
Unskilled labor, . . . . .	31
Unknown, . . . . .	4
Total, . . . . .	76

## 6. Number in graduating classes: —

In January, . . . . .	17
June, . . . . .	25
Total, . . . . .	42

## 7. Average age of graduates: —

In January, . . . . .	22 years, 2 months.
June, . . . . .	20 years, 10 months.

## 8. Number of the above graduates now teaching (Nov. 1, 1887): January class, all; June class, more than two-thirds known to be teaching, but our information is at this date incomplete.

## 9. Increase of numbers: —

Number enrolled in 1886, . . . . .	231
enrolled in 1887, . . . . .	258
Increase, . . . . .	27
Number graduated in 1886, . . . . .	26
graduated in 1887, . . . . .	42
Increase, . . . . .	16

## 10. Additions to the library: —

Text-books, . . . . .	413 volumes.
Reference-books, . . . . .	92 volumes.
	<hr/>
Total, . . . . .	505 volumes.

## 11. Number of volumes now in the library: —

Text-books, . . . . .	4,620 volumes.
Reference-books, . . . . .	2,214 volumes.
	<hr/>
Total, . . . . .	6,834 volumes.

E. B. STODDARD,  
A. P. STONE,  
J. W. DICKINSON,

*Visitors.*

## QUESTIONS USED AT THE ENTRANCE EXAMINATION (WRITTEN PART), FEBRUARY, 1888.

The questions are printed merely to indicate in a general way, to those who may be preparing to enter the school, something of the standard required for admission.

School committees, teachers and others may receive copies of the examination questions regularly by applying to the Principal.

## Arithmetic.

All the figuring must be handed in. Decimals are to be carried three places and no more.

1. How many cubic inches in a gallon?  
How many square millimeters in a square centimeter?  
What is the value of a pound sterling in United States money?  
How many degrees in a right angle?  
How many pounds in a barrel of flour?
2. In division of decimals where do you place the point in the quotient? What reason have you for putting it there?
3. A note for \$645 was discounted at a bank for 60 days at 5%.  
How much money was received?
4. Define :  
Net earnings, common divisor, cube.
5. Bought 127449 fruit trees which were set out in the form of a square. How many trees were put in a row?
6. May 1, 1887, Henry Sumner sold William Berry  $2\frac{1}{2}$  doz. butter-plates at \$1.50 a dozen, 3 candlesticks at 40 cts. apiece, and one platter for \$1.00. July 8, Mr. Berry paid for them, and received a receipted bill. Write the bill.
7. 2 men or 4 boys can do a piece of work in 6 days. How long will it take 2 men and 4 boys?



8. John bought a knife for \$2.00 and sold it to Arthur for \$2.50 ; Arthur sold it to Ernest for \$2.00. John made and Arthur lost what per cent. ?
9. Solve by Proportion :  
How many hours a day must 5 men work to mow the same quantity of grass in 8 days, that 7 men mow in 6 days, working 10 hours a day ?

### Grammar.

1. Write a sentence containing an adverbial phrase.
2. Of what parts of speech is the given phrase composed ?
3. Write the forms of the verb *to lay*, in the first person, singular number, of all the tenses of the indicative mood.
4. Write three infinitive forms of the verb *give*.
5. Write the forms of the verb *say* in the subjunctive mode, present tense, third person, singular number.
6. Write a sentence containing a relative (or conjunctive) pronoun in the objective case ; and parse the pronoun.
7. What is a clause ? Give an example.
8. How is the passive voice of a verb formed ? Give an example.  
Express the same meaning, using the active voice of the verb.
9. Write the progressive form of the verb *strike*, in three tenses and three modes.

### Geography.

1. Describe one of the following :
  - (a) Geyser.
  - (b) Trade winds.
  - (c) Gulf stream.

2. Choose one :
- (a) What is the width of the North Temperate Zone?
  - (b) How may the location of a place situated at  $90^{\circ}$  west longitude and  $45^{\circ}$  north latitude be found on a globe on which a correct outline map is drawn which does not show either parallels or meridians?
3. Choose one and give more than one reason :
- (a) Why is England great?
  - (b) Why is New York a great city?
  - (c) Why is the Mississippi a great river?
- 4-6. On the outline map which will be furnished you, write the names of the following in their appropriate places :
- (a) Three mountain ranges.
  - (b) Five rivers.
  - (c) Five seas or gulfs or bays.
  - (d) Five cities.
  - (e) Five productions.
7. What city, state or country furnishes the following materials for building a house : Soft pine, hard pine, black walnut, mahogany, lime, slates, marble, iron, copper, tin, paint, oil, window glass.
8. What city, state or country furnishes the following : Carpets, wool, cotton, cotton cloth, silk, earthen-ware, parlor clocks, kitchen clocks.
9. What city, state or country sends us the following : Flour, sugar, molasses, beef, pepper, raisins, coffee, tea, salt, kerosene.

### United States History.

How much time have you spent in studying United States History?

How long since you studied it?

What books beside the text-book (either histories or tales) have you read?

What part of the history interested you most?

What part do you remember best?

1. Give an account (not more than ten lines in length) of the colony whose history you remember best.
2. What portion of the history is included in the "colonial period"?
3. What does the Bunker's Hill Monument commemorate?
4. Tell what you remember about the additions that have been made to the territory of the United States since the War of the Revolution.
5. Name any distinguished men (not more than five in number) that lived before the present form of government was adopted, and tell whether they were distinguished as statesmen or as military leaders.
6. What was the Emancipation Proclamation?
7. What do you understand by Reconstruction?
8. "Up from the meadows rich with corn,  
Clear in the cool September morn,  
The clustered towers of Frederick stand,  
Green-walled by the hills of Maryland.  
Round about them orchards sweep,  
Apple and peach tree fruited deep.  
Fair as a garden of the Lord,  
To the eyes of the famished rebel horde,  
On that pleasant morn of the early Fall  
When Lee marched over the mountain wall."

What event is referred to in these lines?

9. Tell anything you know about the election and term of office of the chief magistrate of the United States.
10. What is the Congress of the United States?

## Spelling.

- |                 |                     |
|-----------------|---------------------|
| 1. abbreviation | 19. good-by         |
| 2. sulphur      | 20. exhilarating    |
| 3. thirty-six   | 21. half-past eight |
| 4. ellipse      | 22. school-house    |
| 5. horizontal   | 23. salable         |
| 6. vertical     | 24. reminiscence    |
| 7. calendar     | 25. reprimand       |
| 8. comparative  | 26. infinitive      |
| 9. incompatible | 27. always          |
| 10. merino      | 28. skilful         |
| 11. grammar     | 29. sinecure        |
| 12. savory      | 30. ingratiate      |
| 13. separate    | 31. receivable      |
| 14. decimal     | 32. difference      |
| 15. dependent   | 33. oblique         |
| 16. until       | 34. schedule        |
| 17. reference   | 35. obelisk         |
| 18. warrant     | 36. potential       |

### Gifts.

The following gifts are gratefully acknowledged : —

A very fine portrait (photograph by Hawes) of Daniel Webster, elegantly framed by Moulton of Boston.

Trees, shrubs and bulbs, from Edward Winslow Lincoln, Esq.

Fresh specimens of the fruit of the Baobab Tree (Jamaica, W. I.), from Capt. V. P. Parkhurst.

Ornamental trees for planting, from Misses Minnie and Maud Davis, graduates, respectively, of the Seventeenth and Fifteenth Classes.

History of North Brookfield, from Hon. Theodore C. Bates.

Two volumes for the library, from Mr. Henry W. Brown.

Five sets of Western birds' eggs, from Mr. Will C. Coult, Harrison, Dak.

Valuable indigenous plants (as usual), from Mr. George Coult, of Worcester.

A handsome mounted specimen of the Muskrat (*Fiber zibethicus*), from Mrs. Olive H. Morrow, custodian of the Natural History Society, Worcester.

### Anniversary Addresses

Have been given by the following persons : —

In 1877, by William T. Harris, LL.D., of St. Louis.

In 1878, by Rev. Thomas Hill, D.D., of Portland, Me.

In 1879, by Alexander H. Rice, LL.D., of Boston.

In 1880, by Mrs. Julia Ward Howe, of Boston.

In 1881, by Rev. Francis Tiffany, of West Newton.

In 1882, by Hon. James W. Patterson, LL.D., of Hanover, N. H.

In 1883, by Mrs. Ednah D. Cheney, of Boston.

In 1884, by Prof. G. Stanley Hall, Ph D., of Baltimore.

In 1885, by Prof. Albert Harkness, LL. D., of Providence, R. I.

In 1886, by Charles Dudley Warner, of Hartford, Conn.

In 1887, by Edward S. Morse, Ph.D., of Salem.

